

JOINT STATE GOVERNMENT COMMISSION

General Assembly of the Commonwealth of Pennsylvania

TRAINING MANDATES ON PENNSYLVANIA PUBLIC SCHOOL ENTITIES

Report of the Advisory Committee

June 2023



*Serving the General Assembly of the
Commonwealth of Pennsylvania Since 1937*

REPORT

*House Resolution 163 of 2021-22
Training Mandates on Pennsylvania Public School Entities*

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The Joint State Government Commission was created in 1937 as the primary and central non-partisan, bicameral research and policy development agency for the General Assembly of Pennsylvania.¹

A fourteen-member Executive Committee comprised of the leadership of both the House of Representatives and the Senate oversees the Commission. The seven Executive Committee members from the House of Representatives are the Speaker, the Majority and Minority Leaders, the Majority and Minority Whips, and the Majority and Minority Caucus Chairs. The seven Executive Committee members from the Senate are the President Pro Tempore, the Majority and Minority Leaders, the Majority and Minority Whips, and the Majority and Minority Caucus Chairs. By statute, the Executive Committee selects a chairman of the Commission from among the members of the General Assembly. Historically, the Executive Committee has also selected a Vice-Chair or Treasurer, or both, for the Commission.

The studies conducted by the Commission are authorized by statute or by a simple or joint resolution. In general, the Commission has the power to conduct investigations, study issues, and gather information as directed by the General Assembly. The Commission provides in-depth research on a variety of topics, crafts recommendations to improve public policy and statutory law, and works closely with legislators and their staff.

A Commission study may involve the appointment of a legislative task force, composed of a specified number of legislators from the House of Representatives or the Senate, or both, as set forth in the enabling statute or resolution. In addition to following the progress of a particular study, the principal role of a task force is to determine whether to authorize the publication of any report resulting from the study and the introduction of any proposed legislation contained in the report. However, task force authorization does not necessarily reflect endorsement of all the findings and recommendations contained in a report.

Some studies involve an appointed advisory committee of professionals or interested parties from across the Commonwealth with expertise in a particular topic; others are managed exclusively by Commission staff with the informal involvement of representatives of those entities that can provide insight and information regarding the particular topic. When a study involves an advisory committee, the Commission seeks consensus among the members.² Although an advisory committee member may represent a particular department, agency, association, or group, such representation does not necessarily reflect the endorsement of the department, agency, association, or group of all the findings and recommendations contained in a study report.

¹ Act of July 1, 1937 (P.L.2460, No.459); 46 P.S. §§ 65–69.

² Consensus does not necessarily reflect unanimity among the advisory committee members on each individual policy or legislative recommendation. At a minimum, it reflects the views of a substantial majority of the advisory committee, gained after lengthy review and discussion.

Over the years, nearly one thousand individuals from across the Commonwealth have served as members of the Commission's numerous advisory committees or have assisted the Commission with its studies. Members of advisory committees bring a wide range of knowledge and experience to deliberations involving a particular study. Individuals from countless backgrounds have contributed to the work of the Commission, such as attorneys, judges, professors and other educators, state and local officials, physicians and other health care professionals, business and community leaders, service providers, administrators and other professionals, law enforcement personnel, and concerned citizens. In addition, members of advisory committees donate their time to serve the public good; they are not compensated for their service as members. Consequently, the Commonwealth receives the financial benefit of such volunteerism, along with their shared expertise in developing statutory language and public policy recommendations to improve the law in Pennsylvania.

The Commission periodically reports its findings and recommendations, along with any proposed legislation, to the General Assembly. Certain studies have specific timelines for the publication of a report, as in the case of a discrete or timely topic; other studies, given their complex or considerable nature, are ongoing and involve the publication of periodic reports. Completion of a study, or a particular aspect of an ongoing study, generally results in the publication of a report setting forth background material, policy recommendations, and proposed legislation. However, the release of a report by the Commission does not necessarily reflect the endorsement by the members of the Executive Committee, or the Chair or Vice-Chair of the Commission, of all the findings, recommendations, or conclusions contained in the report. A report containing proposed legislation may also contain official comments, which may be used to construe or apply its provisions.³

Since its inception, the Commission has published over 450 reports on a sweeping range of topics, including administrative law and procedure; agriculture; athletics and sports; banks and banking; commerce and trade; the commercial code; crimes and offenses; decedents, estates, and fiduciaries; detectives and private police; domestic relations; education; elections; eminent domain; environmental resources; escheats; fish; forests, waters, and state parks; game; health and safety; historical sites and museums; insolvency and assignments; insurance; the judiciary and judicial procedure; labor; law and justice; the legislature; liquor; mechanics' liens; mental health; military affairs; mines and mining; municipalities; prisons and parole; procurement; state-licensed professions and occupations; public utilities; public welfare; real and personal property; state government; taxation and fiscal affairs; transportation; vehicles; and workers' compensation.

Following the completion of a report, subsequent action on the part of the Commission may be required, and, as necessary, the Commission will draft legislation and statutory amendments, update research, track legislation through the legislative process, attend hearings, and answer questions from legislators, legislative staff, interest groups, and constituents.

³ 1 Pa.C.S. § 1939.

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To the Members of the General Assembly of Pennsylvania:

We are pleased to release Training Mandates on Pennsylvania Public School Entities, as directed by House Resolution 163 of 2021. The resolution directed that the Commission “establish an advisory committee to define what constitutes a training mandate and conduct a comprehensive study of all existing training mandates related to training required by Federal and State law or regulations and make recommendations for reducing burdensome and redundant training mandates on public school entities.” An Advisory Committee representing a dozen constituencies, including state agencies, local education agencies, charter schools, school administrators, teachers and staff, school boards, and parents met several times to discuss the topics listed in HR163 and the issues surrounding each.

The report concludes with nine recommendations for the General Assembly’s consideration. Notable among them are recommendations to substitute content requirements for training hour requirements in all mandates, and a recommendation to create a Pennsylvania School Employees Professional Development Council.

On behalf of the Joint State Government Commission, we extend our thanks to the members of the Advisory Committee who lent their expertise and knowledge in the writing of this report. The full report is available at <http://jsg.legis.state.pa.us>

Respectfully submitted,

Glenn J. Pasewicz
Executive Director

TABLE OF CONTENTS

Introduction	1
Federal School Employee and Third-Party Mandates	21
Pennsylvania School Employee and Third-Party Mandates	37
Training Mandates in Other States	93
Recommendations	167
Appendices	
Appendix A: House Resolution No. 163 of 2021	171
Appendix B: Pennsylvania School Employee and Third-Party Training Mandates	175

INTRODUCTION

Task and Process

House Resolution No. 163 of 2021 authorizes the Joint State Government Commission to organize an advisory committee to study training mandates on Pennsylvania public school entities. The Resolution directs the Joint State Government Commission “to establish an advisory committee to define what constitutes a training mandate and conduct a comprehensive study of all existing training mandates related to training required by Federal and State law or regulations and make recommendations for reducing burdensome and redundant training mandates on public school entities.”⁴

In accordance with the resolution, the advisory committee was assembled. Its members included a designee of the Secretary of Education; representatives of several Pennsylvania school associations and coalitions such as the Pennsylvania School Boards Association (PSBA), the Pennsylvania Association of School Administrators (PASA), the Pennsylvania State Education Association (PSEA), the Pennsylvania Principals Association, the Pennsylvania Association of Intermediate Units (PAIU), the Pennsylvania Coalition of Public Charter Schools (PCPCS), and others; a Pennsylvania certified teacher; an education support professional; and a parent of a child attending a public school in the Commonwealth.

The advisory committee held its organizational meeting on June 30, 2022, and convened several times after that: on August 11, 2022; October 6, 2022; December 8, 2022; March 2, 2023; and May 11, 2023.

Training Mandates: Definitions, Goals, and Operational Structure

One of the crucial questions posed by the resolution is what constitutes a training mandate. It is, indeed, imperative to find a proper definition to determine the scope and the exact nature of the mandates schools need to handle. Mandatory training is usually understood as training that has been deemed essential for an organization to ensure it is meeting required policy and regulatory standards. The term “mandatory training” is often used interchangeably with “compliance.” It commonly includes such areas as health and safety, security, and diversity and is commonly prescribed by statute.

⁴ HR163, P.N. 2470 (2021).

According to experts in psychology and training, “at its most basic level, training can be thought of as the planned and systematic activities designed to promote the acquisition of knowledge (i.e., need to know), skills (i.e., need to do), and attitudes (i.e., need to feel).”⁵ The goal of training is perceived as creating “sustainable changes in behavior and cognition so that individuals possess the competencies they need to perform a job.”⁶ Effective training can produce cognitive, behavioral, and affective learning outcomes. Cognitive learning outcomes are enhanced knowledge and better mental models. Behavioral outcomes may be acquiring a new skill or honing a skill that an individual already possessed, and “affective learning outcomes include improved motivation and self-efficacy.”⁷ All these outcomes can be a meaningful result of mandated training in critically important areas.

While the necessity of mandatory training is widely recognized, it is also acknowledged that its efficacy and its impacts on the individuals and organizations can be mixed. A review of research and trends in learning organizations has led to a conclusion that “future research is needed to better understand organizational response to external mandates,” and the author of that review recommended that “future research and policymakers should take into account the time, opportunities and supportive conditions for the development and study of learning between individuals and groups.”⁸

In the area of public education, most training mandates are intended “to enhance the quality of education, student achievement, health, safety and wellness, accountability, transparency and the efficient expenditure of taxpayer money.”⁹

Similar to other states, Pennsylvania public school entities, including school districts, intermediate units, area career and technical centers, charter schools, regional charter schools and cyber charter schools, must comply with a variety of state mandates relating to training their employees as well as third-party vendors in several areas such as policy and procedure, curriculum, professional development, health and wellness, human resources, and school safety and security.

Most of these mandates stem from federal guidelines. Even though in this country the regulation and administration of education is primarily a state and local responsibility, federal statutes and regulations establish certain standards in vital areas such as protecting the rights of children with disabilities, ensuring that English learners attain English proficiency and develop high levels of academic achievement, safeguarding unimpeded access to class attendance and full participation in school activities for homeless students, protecting the privacy of student education records, facilitating the maintenance of safe and healthy school nutrition programs and school transportation, and others. Federal statutes mostly provide broad, general guidelines, outlining basic training requirements but leaving specifics to the states. As the primary role of the federal government is to support state and local education agencies (LEAs) through funding and guidance,

⁵ Salas, Eduardo et al. “The Science of Training and Development in Organizations: What Matters in Practice.” *Psychological Science in the Public Interest*. Vol. 13. No. 2. 2012, doi: 10.1177/1529100612436661.

⁶ Ibid.

⁷ Ibid.

⁸ Adams E. *Mandatory Training – a Systematic Review of Research and Trends in Learning Organizations*, <https://database.inahta.org/article/10053>.

⁹ HR163, P.N. 2470 (2021).

federal funding is usually contingent upon LEAs meeting certain requirements or conditions. Many federal requirements may not be mandatory in the technical sense, but in practice, they are: when schools rely on federal funding for their programs and services and this funding is contingent on certain federal requirements, these requirements are, effectively, mandates, and they will be considered as such for the purposes of this report.

State legislators determine specific training requirements for teachers, administrators, and other public-school employees; usually, these requirements include the frequency and length of training, the minimal content scope, and the category of educators or employees to whom these mandates apply. For instance, Act 126 of 2012¹⁰ (Child Abuse Recognition and Reporting Training), which amended the Public School Code of 1949 to mandate training for all school employees who have direct contact with children, contains very specific and detailed training requirements. These include the mandate that all school entities and independent contractors of school entities provide their employees who have direct contact with children with a minimum of three hours of training every five years on child abuse and sexual misconduct recognition and reporting. In addition, the statute outlines the basic content, listing the topics that training shall address but not be limited to, such as recognition of signs of abuse and sexual misconduct and reporting requirements for suspected abuse and sexual misconduct in the Commonwealth, the school entity's policies related to reporting of suspected abuse and sexual misconduct, maintenance of professional and appropriate relationships with students, and others. The statute also indicates acceptable formats to conduct training; these may include the Internet or other distance communication systems.¹¹

All school entities in the Commonwealth, such as school districts, public schools, intermediate units, charter schools, cyber charter schools, career and technical schools, as well as independent schools, must abide by the state laws and regulations. State training mandates may offer a certain level of flexibility, allowing school districts to adjust general requirements to their needs. Occasionally, school boards develop their own policies further elaborating on specific state and federal mandates, sometimes adding training requirements that are not directly included in a particular statute.

For example, Chapter 12 of Title 22 Pennsylvania Code includes a general requirement: "The governing board of every school entity shall adopt reasonable policies and procedures regarding student searches. The local education agency shall notify students and their parents or guardians of the policies and procedures regarding student searches."¹² This affords school entities an opportunity to develop "reasonable policies and procedures" including training requirements that would be suitable for their districts. The school board of one of the Pennsylvania school districts, the Pine-Richland School District, while authorizing the administration to conduct searches of students or their belongings, delegated to them the responsibility to develop appropriate guidelines and procedure and also to conduct appropriate training: "The Superintendent or designee, in consultation with the district solicitor, shall develop guidelines and procedures to implement this policy, and shall ensure that building administrators and designees

¹⁰ Public School Code of 1949, Act of March 10, 1949 (P.L.30, No. 14) (hereinafter "PSC"), § 1205.6 *as amended by* Act of July 5, 2012 (P.L.184, No. 126); 24 P.S. § 12-1205.6.

¹¹ PSC § 1205; 24 P.S. § 12-1205.

¹² 22 PA Code. § 12.14.

who are involved in carrying out searches or determining when searches will be conducted receive appropriate periodic training about such procedures and currently applicable legal standards.”¹³

Many school districts have developed detailed policies to ensure compliance with Title IX – Sexual Harassment. One example is the Pennsbury School District; its guidelines are formulated as follows:

Title IX Sexual Harassment Training Requirements

The Compliance Officer and Title IX Coordinator, investigator(s), decision-maker(s), or any individual designated to facilitate an informal resolution process related to Title IX sexual harassment shall receive the following training, as required or appropriate to their specific role:

1. Definition of sexual harassment.
2. Scope of the district’s education program or activity, as it pertains to what is subject to Title IX regulations.
3. How to conduct an investigation and grievance process for formal complaints, including examination of evidence, drafting written determinations, handling appeals and informal resolution processes, as applicable.
4. How to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest and bias.
5. Use of relevant technology.
6. Issues of relevance including when questions and evidence about the complainant’s sexual predisposition or prior sexual behavior are not relevant.
7. Issues of relevance, weight of evidence and application of standard of proof and drafting investigative reports that fairly summarize relevant evidence.
8. How to address complaints when the alleged conduct does not qualify as Title IX sexual harassment but could be addressed under another complaint process or Board policy.

All training materials shall promote impartial investigations and adjudications of Title IX sexual harassment without relying on sex stereotypes.

All training materials shall be posted on the district’s website.¹⁴

¹³ *Policy Manual*, <https://go.boarddocs.com/pa/prsd/Board.nsf/goto?open&id=AFWS74708B5A>.

¹⁴ *Policy Manual*, <https://go.boarddocs.com/pa/psbr/Board.nsf/goto?open&id=BVAN5E5DDD74>.

In the past few years, all districts had to address growing concerns about school safety and security. Increased attention to safety and security led to the addition of Article XIII B (School Safety and Security) by the act of June 22, 2018 (P.L.327, No.44) to the Public School Code of 1949.¹⁵ The School Safety and Security Committee was established in the Pennsylvania Commission on Crime and Delinquency (PCCD). This committee administers the grant program established under § 1306-B (24 P.S. § 13-1306-B). The committee provides grants to school entities for programs that address safety and security, including training. Training requirements are specified very clearly; they include “training to undertake a districtwide assessment of risk factors that increase the likelihood of problem behaviors among students,” “training on youth-focused mental health first aid for school employees to help recognize signs of mental health distress in students,” and “staff training programs in the use of positive behavior supports, de-escalation techniques, appropriate responses to student behavior that may require immediate intervention and trauma-informed treatment for mental health providers in schools.”¹⁶ The mental health section further stipulates that programs must provide “training and related materials for school employees or students that are evidence-based and focus on identifying the signs and signals of anxiety, depression, suicide or self-harm in students and best practices for seeking appropriate mental health assistance.”¹⁷

Section 1309-B of the act established the position of the school safety and security coordinator. The section was amended by the act of July 8, 2022 (P.L.620, No.55), which added §13-1316-B to provide further detail on the training requirement. The section outlines in detail the school safety and security coordinator’s duties and the training required, with an unequivocal definition of both content and timing:

Section 1309-B. School safety and security coordinator.

(c) Specific duties. – The school safety and security coordinator shall:

* * *

(2) Coordinate training and resources for students and school entity staff in matters relating to situational awareness, trauma-informed approaches, behavioral health awareness, suicide and bullying awareness, substance abuse awareness and emergency procedures and training drills, including fire, natural disaster, active shooter, hostage situation and bomb threat.

* * *

(d) Training required. –

(1) School administrators appointed as school safety and security coordinators shall complete the training required under section 1316-B within one year from the time the first trainings that meet the criteria are posted by the committee.

(2) School administrators appointed as safety and security coordinators after trainings are posted shall complete the training within one year of appointment.¹⁸

¹⁵ PSC as amended by Act of June 22, 2018 (P.L.327, No.44), art. XIII-B; 24 P.S. §§ 13-1301-B – 13-1318-B.

¹⁶ PSC § 1306-B; 24 P.S. § 13-1306-B.

¹⁷ Ibid.

¹⁸ Ibid. § 1309-B; 24 P.S. § 13-1309-B.

Section 1316-B, specifically devoted to the school safety and security coordinator training, delineates the content areas the training shall include at a minimum and clearly indicates how many hours the training may require (no more than seven hours annually), what the training criteria must be and how often they must be reviewed and updated (no less than every three years), and what funding shall be used to provide training.¹⁹

Section 1310-B, which was amended by the acts of June 28, 2019 (P.L.146, No.18) and July 8, 2022 (P.L.620, No.55), outlines the details of the school safety and security training for school employees. It defines the school entity duties, identifying the areas that should be covered in the mandatory training, its length and frequency, and the formats acceptable for various areas.²⁰ Notably, the section consistently states that while providing this mandatory training, school entities should take into account their specific needs:

Section 1310-B. School safety and security training.

(a) School entity duties. – School entities shall provide their employees with mandatory training on school safety and security subject to the following based on the needs of the school entity:

(1) Training shall address any combination of one or more of the following, based on the needs of the school entity:

- (i) Situational awareness.
- (ii) Trauma-informed approaches.
- (iii) Behavioral health awareness.
- (iv) Suicide and bullying awareness.
- (v) Substance use awareness.²¹

(1.1) Annually, training shall address the following:

- (i) Emergency training drills, including fire, natural disaster, active shooter, hostage situation and bomb threat.
- (ii) Identification or recognition of student behavior that may indicate a threat to the safety of the students, other students, school employees, other individuals, school facilities or the community.²²

For training under section 1310-B(a)(1), school employees must complete a minimum of two hours annually and said training may be completed through the Internet or other distance communications systems. For training under § 1310-B(a)(1.1), employees must complete at minimum, one hour of training annually. Training related to (1.1)(ii) may be completed through the Internet or other distance communications systems: however, training under (1.1)(1) must be completed through in-person training.²³

¹⁹ Ibid. § 1316-B; 24 P.S. § 13-1316-B.

²⁰ Ibid. § 1310-B; 24 P.S. § 13-1310-B.

²¹ Ibid. § 1316-B; 24 P.S. § 13-1310-B(a)(1).

²² Ibid. § 1316-B; 24 P.S. § 13-1310-B(a)(1.1).

²³ Ibid. § 1316-B; 24 P.S. § 13-1310-B(a)(1)-(1.1).

In accordance with the provisions of the law, the board of the Wattsburg Area School District, for example, commits to “provide facilities, equipment and training necessary to protect against hazards and emergencies” and emphasizes in its policy that “advance planning, training, practice and comprehensive implementation are key components in protecting the safety and security of the school community.”²⁴ The Wattsburg Area School District policy indicates the content, duration, and frequency of the relevant mandatory training; it also charges the superintendent or his/her designee with the duty to “oversee instruction and training of students and school employees in procedures for conducting school security drills and responding to emergency situations.”²⁵

Once a teacher completes her or his mandatory training, compliance information is submitted to the Pennsylvania Department of Education (PDE). PDE developed and maintains the Professional Education Record Management System (PERMS), which contains the continuing education records of Pennsylvania certified educators.²⁶ In accordance with statute and the PDE guidelines, school entities and other approved providers upload completed credit information directly to the PERMS system in satisfaction of section 1205.2(g)(1) and (2). Department staff maintain, monitor, and access the system as needed. Department staff also process and evaluate out-of-state college transcripts for inclusion in an educator’s PERMS record towards the satisfaction of the 180 credit hour continuing professional education requirement that Pennsylvania educators must fulfil to maintain their certification.

The Division of Planning staff oversee and maintain PERMS in conjunction with the PERMS IT team. The PERMS IT team also manages noncompliance notifications in accordance with section 1205.2(h)(4). At least 12 months prior to the end of the compliance period, PDE sends a reminder notice to educators identifying any remaining credits or hours still needed to fulfill their continuing education requirements. Educators who fail to complete the 180 credit hours by the end of the final year of the compliance period are then sent a notice of inactivation letter in accordance with section 1205.2(h)(4) which informs them of their appeal rights and implications of inactivation.

PDE, through the Division of Planning and PERMS IT Team, maintains and manages the continuing education system to properly monitor compliance and assist educators in maintaining compliance. The continuing education system allows educators to view their continuing education record in PERMS and self-monitor their status. In addition, the LEA can run reports on its employed educator’s continuing education status via the PERMS system in order to ensure compliance of their staff. LEAs are expected to run these reports yearly.²⁷

²⁴ *Policy Manual*, <https://go.boarddocs.com/pa/watt/Board.nsf/goto?open&id=C3ZLD254AD97>.

²⁵ *Ibid.*

²⁶ PSC § 1205.2(g); 24 P.S. § 12-1205.2(g).

²⁷ Information regarding the PDE’s role in maintaining records of credit and hours of CPE was provided to the Joint State Government Commission by Dr. Carrie Rowe, Advisor to the Deputy Secretary and an advisory committee member, in a personal e-mail sent on February 21, 2023.

Mandatory Training Policies and Procedures in a School District

Developing and tracking the constantly increasing number of mandatory trainings present a formidable task for school districts, consuming a large amount of time and finances. While acknowledging the importance of topics addressed in training mandates, district superintendents consistently complain of the short amount of time available to fulfill the state's requirements on a variety of issues. When administrators have to choose between the mandated training and other forms of professional development, they are forced to choose mandates, and teachers do not receive other important professional development. Financial and logistical aspects may present a challenge, but the time deficit is perceived as the main concern. As one of the advisory committee members, a school administrator with a vast and varied experience, phrased it, "it is not the cost of the training or the development of the training, but the sheer amount of time it takes to administer the training, which takes away from training targeted at instructional improvement, increases in academic achievement, etc."²⁸

When a new training mandate is enacted in Pennsylvania, it is usually assigned to school districts. School districts receive information from PDE and other professional agencies, such as PASA, PSBA and others, regarding their responsibility for training and the timeline for completing it. This provides districts an opportunity to understand the forthcoming impact. Once the Department of Education interprets the new legislation and sends those requirements to districts, the implementation of the new mandate and practical approaches to it often create follow-up questions and require clarification. This necessitates further communication from PDE to districts, which can delay the implementation process. Sometimes, discussions are held at intermediate unit levels and informal associations, such as those of county superintendents or consortium superintendents, as to how each district interpreted the mandate and what method they would use to carry out the mandate. In some instances, an intermediate unit may be able to secure more attractive pricing for the procurement of online training since it is providing it for multiple districts. An example of this is the training that was provided through an online platform (Safe Schools) for the delivery of child abuse training at the Northern York and neighboring districts.

Upon the release of the new requirements, the school entity's administrative team reviews them and determines how to implement them the best way possible. This review includes a choice of the delivery method (in person, online, or in some other format). To satisfy tracking requirements for mandates, cross-referencing the student information management system, professional development tracking tools, et cetera, all need to be reviewed to ensure that tracking capabilities are built into the new requirements. At times, this review also requires meetings with various union/association groups to explain the new mandate and its potential impact on the contract.

Time is always a challenge posed by implementation. Adjusting and removing preplanned professional development training to fit the new mandate is the next phase of the planning. Regardless of whether the training is offered in person or online, the need to allot time to meet the

²⁸ A personal e-mail to the Joint State Government Commission from Dr. Eric C. Eshbach, Executive Director of the Pennsylvania Principals Association, sent on December 15, 2022.

new requirement is always a burden. The school district superintendent works with the assistant superintendent and building-level administrators to fit this training into the district's annual staff development days. The exact number of these days may differ from district to district, but it is always constrained. Aside from room preparation before the new year starts, closing up for the year, specific content area training, and the first-day faculty meetings, some of the few days left for true professional development may be consumed by training in new instructional materials (for example, a new reading series), new initiatives, data-analysis, and position-specific training such as a Multi-Tiered System of Supports (MTSS) for special educators. A new mandatory training often must be included in the remainder of those few days, and it can easily become exhausting for staff. With the layering effect of more and more mandates, it becomes harder and harder for school districts to schedule, which results in leaving districts with less time for district initiatives; contract negotiations may also become necessary to build in additional professional development time. For instance, at the Brandywine Heights Area School District, an additional day of professional development, along with one day a week of extended hours for professional development, was negotiated into the contract. According to the district superintendent, Mr. Andrew Potteiger, "the additional contractual day is set aside specifically to meet the ever-growing mandate demands."²⁹ These steps taken to meet all the requirements generate additional cost to the district and ultimately the taxpayers.

After the planning phase is complete, the training is rolled out to the staff. Some administrators, particularly principals, feel it becomes an additional stressor on them when they have to inform their staff that a new mandatory training is required and will take more of their time. Assigning training, follow-up, and ensuring compliance add to the district's burden. If any individual was sick, on maternity leave, or was unable to complete the training for some other reason, it is the district's responsibility to make accommodations for that person to secure training. Some of the advisory committee members believe that this responsibility should be shifted from the district to the individual, who would have to secure the training on his or her own.

Reporting is the final compliance process to a mandate. Every mandate requires compliance tracking. In some cases, there are additional state reporting requirements to ensure compliance with the new mandate that are filed with the Pennsylvania Information Management System (PIMS) and/or the new Future Ready Comprehensive Planning Portal (FRCPP), which also has reporting requirements. According to the advisory committee members, this has grown into such a large task that many districts have a designated staff member to respond to the increasing number of PDE reports required annually.

Each new training mandate passed requires steps by a district to integrate the information into its training and tracking system. As an example, the passage of Act 55³⁰ meant the integration of a few new trainings into the Brandywine Heights School District training and tracking system. When a new mandate is passed, the district professional development team meets to schedule the training and plan how to approach the trainings. For Act 55, all appointed school safety and security coordinators must complete mandated training. For all school employees, there is a requirement of one hour of annual in-person training on emergency training, fire, natural disaster,

²⁹ A personal e-mail to the Joint State Government Commission from Mr. Andrew Potteiger, Brandywine Heights Area School District, sent on December 21, 2022.

³⁰ PSC § 1205.2 *as amended by* Act of July 8, 2022 (P.L.620, No. 55); 24 P.S. § 12-1205.2.

active shooter, hostage situation and bomb threats, and threat assessment. Additionally, two hours of annual training, either in person or virtual, must cover situational awareness, trauma-informed approaches, behavioral health awareness as well as suicide and bullying awareness and substance use awareness. Presently, districts must also include structured literacy training in their professional development plan that meets PDE guidelines by 2024-2025.

To gain a better understanding of the actual process of the implementation of training mandates in the Commonwealth, the advisory committee listened to a presentation prepared by two members: Mr. Andrew Potteiger, Superintendent of the Brandywine High School District, and Ms. Maria Winkler, Administrative Assistant in the Assistant Superintendent office, who coordinates training for all staff and sets up the annual required training in the electronic training system utilized by the district.

To track the training completed by staff, most districts in the state including Brandywine Heights are using either Safe Schools by Vector Solutions or a similar system that will track the training completed by staff. Staff data are added or deactivated on an ongoing basis. In this system, changes in staff members need to be recorded in the system by manually adding or removing the individuals. Staff need to be manually assigned to different locations and assignment groups based on what trainings they need to complete. The training videos are published and then assigned to each of the appropriate groups. Training plans are published by date, including completion dates. Custom groups are created for trainings that fall outside of the annual training schedule, for example, for each range of five-year or three-year training schedules.

Once the training is set up for each group, the staff is notified through e-mail that the trainings are available, and automated e-mail notifications remind the individuals about upcoming deadlines for completing training as they approach. The trainings are narrated presentation videos that are broken into several sections. At the end of each video is a test that the trainee must take and pass a certain threshold of achievement.

The district runs reports and tracks completion of training. Compliance reports can be run by person, over time, by completion, by group assignment, and in other ways. These reports can either be generated automatically or manually. Reports are exported and shared with administrators on a regular basis to assist with keeping track of staff compliance. When building principals receive the reports, they can follow up with staff to ensure compliance. Coaches and other volunteers who do not work in schools can be more challenging to contact and ensure compliance.

Staying up to date on required training each year can be time-consuming for teachers and school staff. Out of 189 contract days for teachers in the Brandywine Heights district, 180 days are for instructional time. Of the remaining nine days, four days are defined days within the district, which leaves five days which could be used to conduct professional development. On these days, mandates, instructional goals, and district initiatives need to be covered. If more time is needed for professional development, Act 80³¹ allows instruction and teaching days to be reduced to be used for professional development in lieu of the instructional time. This does allow teachers to complete professional development but takes a day of instructional time away from students. Most teachers in the Brandywine Heights Area School District find the system well-organized and appreciate the

³¹ PSC § 1504(a) *as amended* by Act of July 30, 1969 (P.L.201, No. 80); 24 P.S. § 15-1504(a).

189th flexible professional development day they negotiated as this additional day gives them an opportunity to complete these trainings and grow individually on a professional basis. Other districts sometimes use hourly wages outside of normal work hours to ensure that teachers are not sacrificing instructional time to complete training. Most advisory committee members agree that the mandated trainings are difficult to complete in the time allotted, and they find it regrettable that substituting professional development time for instructional time takes away from the students' time in the classroom, which is the opposite of what schools want to do now, after coming back to school in person after the COVID pandemic.

The layering effect of mandates continues to burden schools and results in a cost of time and/or money. The cost of a program like Vector Solutions that relieves some of the administrative burden for tracking training mandates can cost \$5,000 to \$10,000 annually. Most users believe this money is well-spent as they appreciate the program; nevertheless, it is a significant amount. Continued addition of mandates also adds an administrative burden to those responsible for the programming. Applying and tracking mandates annually takes away or redirects the focus of the staff who have other important duties to attend to. The burden associated with the implementation and tracking of mandatory training is even heavier for smaller school districts as they may not have enough resources to pay for a sophisticated system like Vector Solutions, and at the same time, they do not have enough administrative staff to make arrangements for organizing and tracking mandatory trainings in addition to their other duties. Finding replacement for teachers or other employees while they are engaged in mandatory training also presents a bigger challenge for smaller districts.

School districts appreciate that Vector Solutions creates its own videos and is responsive to newly enacted mandates, providing appropriate resources for the districts that utilize this program in a timely fashion. A question that can be raised, however, is whether commitment to one all-encompassing program can inadvertently limit the use of other available high-quality training resources developed by experts in a particular field. For example, Act 55 directed the Pennsylvania Commission on Crime and Delinquency (PCCD) to develop appropriate training materials and allotted money to develop free trainings. PCCD is currently working on this task and will make the trainings available on its publicly accessible website.

PCCD's expertise allows it to offer high-quality, valuable trainings, as has been recently demonstrated by its management of another safety-related program. PCCD received a FY 2019 STOP School Violence Grant, which is scheduled to end on September 30, 2023. Since the program's launch in Summer 2021, PCCD and its training partners at the Risk and Strategic Management (RSM) Corporation developed a comprehensive Train the Trainer (T3) program, available online and as face-to-face training materials, and hosted 16 regional trainings, including five sessions in the 2022-23 school year, as well as a suite of online courses. To date, the Provider Network has engaged more than 6,500 Pennsylvania educators and administrators, including 3,500 individuals who completed the 12-module online and face-to-face 'train-the-trainer' course, designed for members of school entity threat assessment teams to provide a foundational understanding of threat assessment and management practices and principles. Post-session feedback from participants suggests training reached the intended audience and has had a positive impact: 92% of participants belonged to a threat assessment team, 95% reported feeling more confident and knowledgeable about threat assessment, and 89% said they would recommend the

training to a colleague. The Network has also created other demand-led resources, such as scenario-based trainings, which were “soft launched” last fall. These sessions have engaged 130 individuals to date and have yielded highly positive feedback from participants.³²

When the mandatory training content is developed by a state department with special expertise in a particular area, it can be very effective and valuable. Before allocating finances for the development of training materials, legislators need to consider how the resources will be utilized by the intended audience. In a case like this, schools would be in charge of ensuring the newly available materials are accessed and completed by their staff, which might put another burden on the administrators though it would provide access to valuable, high-quality resources. Before the financial resources are allocated by the Commonwealth and the effort is put in by an agency like PCCD, a clear path needs to be developed, to ensure smooth and effective utilization.

Challenges and Possibilities for Improvement

It is indisputable that in many areas, mandatory training is, indeed, necessary and beneficial. Most people recognize this and acknowledge a considerable positive impact it can have on their performance. However, it is also common knowledge that mandatory training requirements are notoriously unpopular. Among most frequent complaints are that “the mandatory trainings take up too much time, are not optimally accessible (including the varying locations and usability of courses), vary in quality, lack alternatives to online courses, and do not adapt to an individual’s role and his or her existing knowledge on the subject.”³³

In addition, training mandates impose a significant burden of cost on school entities and the state. For instance, according to an estimate prepared by the PSEA research department, the cost to implement the new Act 55 requirement of three hours of training annually will exceed \$7 million dollars:

- 140,248 professional staff in Pennsylvania in the academic year 2021-2022
- Average salary = \$73,071.70
- Average hourly wage = \$51.28 (average salary/190 days/7.5 hours)
- Total cost for professional staff to complete 3-hour training = \$7,191,917.44.³⁴

Pennsylvania has traditionally provided limited and temporary mandate waiver programs that enabled school entities to apply for waivers if they can show that a waiver will help them to improve instructional programs or operate more efficiently and more economically. It is worth

³² Information about the PCCD trainings financed by the STOP School Violence Grant was provided to the Joint State Government Commission in a personal e-mail from Ms. Samantha Z. Koch, Director of Policy and Planning, PCCD, sent on May 30, 2023. Additional information about the initiative is available at the PCCD’s Threat Assessment webpage and on the Network’s website (<https://pak12threatassessment.org>).

³³ Peterson, Kim and Ellen McCleery. *Evidence Brief: The Effectiveness of Mandatory Computer-Based Trainings On Government Ethics, Workplace Harassment, Or Privacy and Information Security-Related Topics*. Washington, D.C.: U.S. Department of Veterans Affairs, May 2014, <https://www.ncbi.nlm.nih.gov/books/NBK384612/#:~:text=>

³⁴ Data and calculations provided to the Joint State Government Commission by Ms. Judith Petruzzi, Director of the Education Services, Pennsylvania State Education Association.

noting that a proposed amendment to this program is presented in Senate Bill No. 569, Session of 2023, which was referred to the Senate Education Committee.³⁵ Educators find the program helpful, but its impact is limited, due to the narrow scope of possible waivers.

Various frequencies of required trainings and certified and non-certified employees' turnover increase the challenge of tracking the completion of trainings. There are some online solutions available to track training participation and completion; however, this places an additional burden on school entities' fiscal resources. In their discussion of these issues, the advisory committee members highlighted a large amount of time mandatory training requires and a high toll this takes on both individuals and public-school entities; this emerged as their primary concern. Some teachers and district superintendents believe that the vast amount of time and resources consumed by mandatory training unrelated to specific subject material may be to the detriment of the desired amount of content training, which is crucial for high-quality professional learning. Some of the advisory committee members also feel some of the training mandates are basically a repetition of what they have already learned in college. Others think mandatory training requirements, which are identical for all, do not take into account the difference in experience.

As an example of a time-consuming and potentially disruptive mandate, the advisory committee members referenced Act 45 of 2007³⁶ (Pennsylvania Inspired Leadership) applicable for all principals, assistant or vice principals, superintendents, assistant superintendents, intermediate unit executive directors, intermediate unit assistant executive directors, and directors of career and technical schools. Act 45 requires that a 12-unit, multiple-day mandated training be completed within the first two years of accepting an administrative position. Moreover, the training requirements mandate that individuals may not be interrupted during the training, or credit might not be awarded. Act 13 of 2020³⁷ layers another training requirement to Act 45 requirements. New high-level school administrators find it very disruptive when they are required to be out of the building while at training; they feel the administrators' absence impedes them from fulfilling the responsibilities of an on-site leader, which is a key component of these administrative positions. As one of the advisory committee members, an experienced school district superintendent, put it, the training presents a yin-yang scenario: professional development is both important and desired for school administrators, yet the individuals are removed from building operations, their primary focus. An extended absence of the building administrator from the building he or she is responsible for presents a challenge not only to that individual, but also to his or her administrative team. This is an even bigger concern in today's challenging school safety climate. One of the suggestions to alleviate this particular concern would be to schedule the required administrator training during less demanding periods of the school calendar. Another important consideration for administrator mandated training is the limited administrative staff in smaller districts. For example, while a superintendent may be required to be out of the building at trainings, an assistant superintendent has other responsibilities, resulting in the building not being adequately staffed. In addition, after several days of absence required to complete their mandatory in-person training, administrative leaders find many catch-up tasks to perform upon returning to their administrative duties. The advisory committee members emphasized an administrator's primary focus is to be with the students, including their safety and well-being.

³⁵ Pennsylvania S.B. 569, P.N. 577 (Sess. 2023-2024).

³⁶ PSC §§ 1205.5 and 1217 *as amended by* Act of July 20, 2007 (P.L.278, No. 45); 24 P.S. §§ 12-1205.5, 12-1217.

³⁷ PSC art. XI *as amended by* Act of March 27, 2020 (P.L.62, No. 13).

The laws that trigger mandatory training generally do not set standards on training content. One of the recommendations suggested by the advisory committee is replacing time requirements for some of the mandates with content requirements, outlining the kind of knowledge and skills that the trainees should acquire instead of a specific number of hours they should spend in training. A list of topics and/or criteria instead of an hour component would provide much-valued flexibility and the “gift of time” that is critical to educators. One of the tentative benefits of this proposed flexibility in training is that it would allow more time for necessary direct instructional enrichment training (that is, individual subject training). Another approach to modifying the time requirement would be to require a specific number of hours for initial training and a reduced number of hours for recertification/refresher training. Currently, in most cases, the mandates require the same number of hours for initial and refresher trainings. Frequency of trainings is another factor that should be reconsidered. Based on their experience, teachers indicate that for some annual trainings, they know exactly what the slides are going to say; therefore, there is no need to review the same content every year.

On a deeper level, it is important to recognize that training may not necessarily be the right solution for a problem. It happens at times that as soon as policymakers or organization leaders notice a problem, they resort to a learning solution as their first choice, assuming that more knowledge and better preparation will resolve the problem. This is not always the case. In some circumstances, more training is either insufficient or even totally incapable of resolving the issue. In many situations, there may be material, objective causes that need to be addressed. Sometimes, a totally new approach is required. Occasionally, what is needed is a change in attitude rather than accumulation of more facts. The advisory committee members pointed out that mandatory training does not automatically lead to a desirable change in attitude and in the organizational culture, but instead, can turn out to be counterproductive, especially when perceived as onerous or burdensome.

Another question that requires further research is how effective the existing mandatory training is, how successful it is in achieving its goal. One example can be training for mandatory reporters of child abuse and neglect. Teachers and other school employees are mandated reporters in Pennsylvania. This is a result of the sweeping reforms in reporting introduced after the Penn State child abuse scandal over a decade ago. The intent of the legislative changes was commendable: to prevent anything like that from ever happening again. However, several years later, the limited effectiveness of these 2014 changes and their unintended negative consequences have come under scrutiny. In October 2022, the National Conference of State Legislatures drew policymakers’ attention to a recent report prepared by NBC in partnership with a nonprofit newsroom ProPublica. This special report analyzes the Commonwealth’s experiences with implementing the new law and presents experts’ opinions on some of the negative impacts on families (poor families and families of color, in particular) and the increased burden on child protection agencies that have had to handle a vastly increased number of child abuse reports, many of which turn out to be unsubstantiated as a result of investigation.

According to the report, “educators, the largest source of child abuse reports nationally, in particular have struggled to correctly identify children in need of help. From 2015 to 2019 in Pennsylvania, 24 out of 25 children referred to Child Protective Services by education professionals had their cases dismissed by case workers as unsubstantiated – but only after children

and parents had been subjected to questioning and home searches.”³⁸ A miniscule percentage of substantiated reports is striking and certainly deserves further attention. To what degree it is due to the exaggerated or unclear requirements in the statute itself and to what degree it is due to imperfect training is a question that needs to be investigated. One of the key terms in the statute is “reasonable suspicion”. Dr. Benjamin Levi, a pediatrician and former director of the Center for the Protection of Children, a research and policy group at Penn State Children’s Hospital, says training programs “typically lack a clear explanation of the “reasonable suspicion” of abuse that should trigger a report.” Dr. Levi points out: “If you increase mandatory reporting, and you don’t make sure that mandated reporters know what to report and what not to report, you’ve just made the problem worse.”³⁹ Dr. Levi’s comments refer to medical professionals, who are also mandatory reporters; however, they certainly apply to educators as well. When policymakers attempt to find ways to reduce the number of unfounded reports of child abuse and neglect, they should consider not only abolishing mandatory reporting, as some advocates suggest now while others regard it as an extreme step, but improving training for mandatory reporters.

Assessing the effectiveness of existing mandatory training as well as searching for ways of improvement remain an important goal. Some strategies for moving ahead in this area can be found in a recent forward-looking document released by the Pennsylvania Department of Education: “The Foundation of Our Economy: Pennsylvania Educator Workforce Strategy 2022-2025.” In this document, PDE identifies the current challenges the Pennsylvania system of education is facing, such as staff shortages and changing demographics, and outlines several steps the department intends to take in order to address these challenges. PDE reminds that “educators encompass a wide range of professions, such as early childhood professionals, teachers, school and district leaders, and other school support staff professionals (e.g., school counselors, school social workers, school psychologists, mental health professionals, speech pathologists, mental health professionals, school librarians, and others.)”⁴⁰ All of these professionals contribute to students’ safety and success, and all of them need to be adequately trained and highly motivated. One of the focus areas pinpointed by PDE in this document is professional growth and leadership development opportunities. The goal set up by PDE is to “ensure educator access to high-quality and relevant professional growth and leadership development opportunities.”⁴¹

PDE must work in partnership with early childhood providers, local education agencies, intermediate units, and professional development experts to create systems that provide access to high-quality professional growth and leadership development opportunities, support the

³⁸ Hixenbaugh, Mike, Suzie Khimm and Agnel Philip, ProPublica. *Mandatory Reporting Was Supposed to Stop Severe Child Abuse. It Punishes Poor Families Instead*: Special Report. October 12, 2022, How mandatory reporting of child abuse traps struggling families (nbcnews.com), https://www.nbcnews.com/new/us-news/child-abuse-mandatory-reporting-laws-rca50715?utm_source=National+Legislatures+Conference+of+State+Legislatures&utm_campaign=9f0c67c2e9-Today_Oct_13&utm_medium=email&utm_term=0_1716623089-9f0c67c2e9-377926180.

³⁹ Ibid.

⁴⁰ Pennsylvania Department of Education. *The Foundation of Our Economy: Pennsylvania Educator Workforce Strategy 2022-2025*, <https://www.education.pa.gov/Documents/Teachers-Administrators/PA%20Educator%20Workforce%20Strategy.pdf>.

⁴¹ Ibid.

development of excellent professional development content, and enhance the ecosystem of professional development providers.⁴²

This focus area is expected to address needs related to induction, continuing professional development, and retention of educator workforce. Implementation will include the following activities:

- Enhance PDE’s professional development database to capture a wider range of professional development providers and offerings, to capture details about education induction assignments, and to enable educators to more easily search for and connect professional development offerings in areas of interest and need.
- Solicit feedback from vested partners on how to improve existing training opportunities, suggestions for discontinuing existing trainings that are ineffective, and ideas for creating new training opportunities.
- Establish a statewide network of expert training providers in PDE-identified areas of interest.
- Solicit feedback from vested partners to identify changes and improvements that will modernize existing data systems developed for professional development.
- Develop research proposals to advance the goals of this focus area and submit them for funding to the appropriate funding sources.
- Codify high-quality and relevant professional growth and leadership development opportunities through state law, regulations, or policy guidance in consultation with appropriate policy-making entities.⁴³

The goal and proposed strategies are broad and embrace the whole area of professional development; they bear clear relevance to mandatory training, among others.

Successful development and implementation of mandatory training may be facilitated by a review and utilization of the Standards for Professional Learning designed by Learning Forward, with the collaboration of forty professional associations and educational organizations, including the National Education Association (NEA). The Standards for Professional Learning outline the characteristics of effective professional learning, and they cover a wide ground: learning communities, leadership, resources, data, learning designs, implementation, and outcomes. According to the latest revision of the Learning Forward Standards, issued in 2022, “the foundation for standards is decades of research studies that describe the ways in which professional learning can improve educator knowledge, skills, and mindsets and, in turn, improve educator practice and student learning.”⁴⁴

⁴² Ibid.

⁴³ Ibid.

⁴⁴ Learning Forward. *Standards for Professional Learning: The Research*, <https://standards.learningforward.org/wp-content/uploads/sites/29/2022/04standards-research.pdf>.

Experiences that other states had with training mandates may suggest helpful solutions to problems facing Pennsylvania’s educators as well. Deliberations of the Educator Professional Development Requirements Task Force established in Connecticut may be of particular value. The task force declared its top priority was “to streamline the statutory requirements to better meet the learning needs of educators, which will, in turn, result in better outcomes for Connecticut’s children.”⁴⁵ This goal is very similar to that of the advisory committee set up by House Resolution 163, and the Connecticut task force analysis, which was thorough and comprehensive, deserves attention even though the Connecticut task force work was closely connected to specific Connecticut General Statutes, which are different from Pennsylvania’s.

Similar to Pennsylvania’s educators, their counterparts in Connecticut struggled under the burden of the significantly increased number of statutory mandated trainings for public school employees. The feeling was that “meeting these mandates is untenable for school districts in the face of significant cuts to fiscal and personnel resources and the loss of precious professional learning time; not to mention a loss of critical instructional time with students.”⁴⁶ Same as many teachers and school administrators in Pennsylvania, their colleagues in Connecticut found the growing list of mandated trainings “unwieldy”; they believed “the professional learning time for educators that might remain is insufficient and the negative impact on instructional time with students is unacceptable.”⁴⁷ The Connecticut task force confirmed that “in an attempt to meet both the mandated training requirements, as well as the individual needs of its teaching force, district time and resources are stretched thin and quality suffers.”⁴⁸ This statement is very similar to the observations made by the Pennsylvania advisory committee members and shared by many educators in the Commonwealth.

The Connecticut task force identified several challenges districts face when attempting to implement a high-quality professional learning system while completing the full list of statutory training.⁴⁹ Among them are several that apply to Pennsylvania as well:

- A significant amount of time is necessary to complete mandatory training required for certified and uncertified staff.
- Tracking the completion of trainings is challenging due to various frequencies of required trainings and certified and non-certified turnover; while there are some online solutions available to track training participation/completion, this places an additional burden on fiscal resources.
- The mandatory trainings cause greater disparities across districts due to difference in size and funding; oftentimes, smaller districts struggle due to limited staffing capacity.

⁴⁵ *Educator Professional Development Requirements Task Force Recommendations*, https://portal.ct.gov/-/media/SDE/Talent_Office/PD_Task_Force/pd_task_force_recommendations_12-30-2016.pdf?la=en.

⁴⁶ Ibid.

⁴⁷ Ibid.

⁴⁸ Ibid.

⁴⁹ Ibid.

- The feasibility of maintaining high-quality professional learning to support and advance teaching and learning aligned to educator, school, and district goals is strained by the requirements to comply with an extensive list of required trainings.

On the basis of its findings, the Connecticut Educator Professional Development Requirements Task Force developed three key recommendations:

- Provide greater flexibility for districts to determine frequency/recurrence of trainings.
- Provide greater flexibility in defining/determining who must complete the trainings; and
- For all new requirements, allow for, at minimum, a 1-year preparation period before requirements go into effect.⁵⁰

In the view of the HR 163 advisory committee, these steps would help Pennsylvania school districts as well.

The Connecticut task force also recommended establishing a formal Educator Professional Development Council to serve as a long-term solution for ongoing review and modification of past and future legislation. The Council's role would be to review and provide feedback on legislation that proposes any new trainings for certified and non-certified educators with a focus on reducing the burden on school districts. The Council would meet as needed, either in person or virtually, to discuss and provide feedback based on the feasibility and cost of implementing the proposed training in a district. The Council would also verify any redundancies in trainings, identify the priority/relevance of the training, its frequency and applicability as well as timeline for implementation. The Council would make its final recommendations to the General Assembly in a timely manner. The task force outlined the five-step protocol that the Council would use to identify the possible implications and potential burden to districts for any proposed future statute:

Five-Step Protocol

I. Feasibility and Cost

Identify the real cost (e.g., personnel, time, resources, monetary, materials) to each district and the feasibility to achieve/meet the mandate within the timeframe specified

II. Redundancy

Search of statutes to identify any redundancy

III. Priority Need

Use a rating rubric, to be developed by the Council, to rate the priority/relevance of the training and its alignment to the accountability system and the Connecticut Standards for Professional Learning

⁵⁰ Ibid.

IV. Who, When, and How Often

Make explicit *WHO* needs to complete the training; as well as *WHEN/HOW OFTEN* they need to complete the training

V. Implementation Year

All newly introduced statutes will include a preparation year built into the language before implementation is required⁵¹

In addition, the task force suggested that the Council should work with the regional education service centers and/or other providers to create a catalogue of statutorily mandated trainings that would be of little to no cost to the districts or the state. This would include exploring opportunities to coordinate regional offerings of mandated trainings.⁵²

The Pennsylvania legislators may want to consider the feasibility of creating a similar entity in the Commonwealth.

⁵¹ Ibid.

⁵² Ibid.

FEDERAL SCHOOL EMPLOYEE AND THIRD-PARTY MANDATES

Federal Role in Education

In the U.S., the regulation and administration of education is primarily a state and local responsibility. States, local school districts, communities, as well as public and private organizations establish schools and colleges. In addition, they craft curricula and establish requirements for enrollment and graduation.⁵³ States are also “responsible for setting policies governing teacher licensure, teacher education and training programs, professional development requirements, teacher compensation, and the hiring and firing of teachers.”⁵⁴

Overall, an estimated \$1.15 trillion is spent throughout the U.S. on all levels of education, with a significant portion of those educational funds coming from the state or other local or private sources (92 percent). The federal government contributes roughly eight percent to both elementary and secondary educational institutions. At the federal level, educational funds come primarily from the U.S. Department of Education; however, a portion of federal monies also come from agencies such as the Department of Health and Human Services’ Head Start program and the Department of Agriculture’s School Lunch program.⁵⁵

The federal role in education has been a small one throughout U.S. history, and the concept of local control over educational policy has maintained an “exalted place” in American life.⁵⁶ With that said, the role of the federal government in education has been expanding since the 1954 U.S. Supreme Court decision in *Brown v. Board of Education*, where the Court held that racial segregation of children in public schools under the concept of “separate but equal” was unconstitutional.⁵⁷

The U.S. Department of Education (Department) was established as an Executive Branch agency in 1867. Upon its inception, the Department’s primary purpose was to gather information on schools and teaching to assist states in the production of effective school systems. Over the years, the Department’s role supporting education expanded. For instance, in 1890, the U.S.

⁵³U.S. Department of Education. “The Federal Role in Education,” <https://www2.ed.gov/about/overview/fed/role.html>, last accessed on March 14, 2022.

⁵⁴ Benjamin M. Superfine, Jessica J. Gottlieb, *et al.*, “The Expanding Federal Role in Teacher Workforce Policy,” *Educational Policy*, (2012), 26(1): 58-78, doi:10.1177/0895904811435722.

⁵⁵ *Supra*, n. 1.

⁵⁶ *Supra*, n. 2.

⁵⁷ *Brown v. Board of Education*, 347 U.S. 483 (1954).

Congress passed the Second Morrell Act⁵⁸ which authorized the Office of Education to administer support for the original system of land-grant colleges and universities.⁵⁹

In 1917, the enactment of the Smith-Hughes Act⁶⁰ (formerly the National Vocational Act) expanded the Department's ability to provide federal aid for vocational education. Later in 1946, the George-Barden Act authorized the Department to provide funds for agricultural, industrial, and home economics training for high school students.⁶¹ In 1941, the Lanham Act⁶² and the Impact Aid laws of 1950 were enacted to help alleviate the financial impact of World War II on communities by making payments to school districts. The Servicemen's Readjustment Act of 1944⁶³ (commonly known as the "GI Bill") was enacted to provide Federal assistance to help send World War II veterans to college.

Another example of federal involvement in education came during the Cold War, when Congress passed the National Defense Education Act⁶⁴ (NDEA). The NDEA was enacted to support loans to college students, the improvement of science, mathematics, and foreign language instruction in elementary and secondary schools, graduate fellowships, and vocational studies. A collection of Federal legislation, such as the Civil Rights Act of 1964⁶⁵ and the Elementary and Secondary Education Act⁶⁶ in the 1960s and 1970s also played a key role in education.

The Elementary and Secondary Education Act (ESEA) focused on providing equal access to quality education to target poverty in the U.S. The ESEA funds primary and secondary education with an emphasis on high standards and accountability. Federal funds provided in the ESEA are authorized for professional development, instructional materials, resources to support educational programs, and encouragement of greater parent involvement. Title I of the act established a program that distributes funding to schools and school districts with a high percentage of students from low-income families. This program accounts for 5/6ths of the total funds authorized by the ESEA. Originally the program was designed to close the skill gap in major subjects like reading, writing, and mathematics between children from low-income families who attend urban or rural school systems and children from the middle-class who attend suburban school systems.⁶⁷

The ESEA has been amended several times as new administrations entered the White House, and its evolution is complicated. President Richard Nixon signed the 1969 ESEA amendments, which included funding for programs for refugee children and children residing in low-rent public housing under Title II. Title VI was established to address the education of

⁵⁸ The Second Morrell Act, Pub. L. 37-130, 12 Stat. 503 (37th Congress of the U.S.); 7 U.S.C. Ch. 13 § 301 *et seq.*

⁵⁹ *Supra*, n. 1.

⁶⁰ The Smith-Hughes National Vocational Act, 39 Stat. 929; 20 U.S.C. § 11 *et seq.*

⁶¹ *Supra*, n. 1.

⁶² The Lanham (the National Defense Housing Act) Act, Title II of the Act of June 28, 1940, 54 Stat. 676, 681.

⁶³ The Servicemen's Readjustment Act of 1944 (GI Bill), Pub. L. No. 78-346, 58 Stat. 284 (78th U.S. Congress).

⁶⁴ The National Defense Education Act of 1958, Pub. L. No. 85-864, 72 Stat. 1580 (85th U.S. Congress).

⁶⁵ The Civil Rights Act of 1964, Pub. L. No. 88-352, 78 Stat. 241 (88th U.S. Congress).

⁶⁶ The Elementary and Secondary Education Act, Pub. L. 89-10, 79 Stat. 27 (89th U.S. Congress); 20 U.S.C. Ch. 70.

⁶⁷ Catherine A. Paul, "Elementary and Secondary Education Act of 1965," *VCU Libraries Social Welfare History Project*, (Jan. 5, 2022), <https://socialwelfare.library.vcu.edu/programs/education/elementary-and-secondary-education-act-of-1965/>, last accessed May 11, 2022.

individuals with disabilities, and Title VII reinforced the Vocational Education Act of 1963⁶⁸. Title VIII of the ESEA defined gifted and talented students and established the Teacher Corps.⁶⁹

A few years later, the ESEA Amendments of 1972 were enacted by Congress as an amendment to the Higher Education Act of 1965⁷⁰, the Vocational Education Act of 1963, the General Education Provisions Act⁷¹, and the Elementary and Secondary Education Act of 1965. Title IX was established to protect individuals from sex-based discrimination in schools or other federally funded programs.⁷²

In 1980, the Department of Education was established as a cabinet level agency. Shortly thereafter, President Ronald Reagan was elected and there was a shift in policy regarding the federal government's role in education – that funding for schools should be in the hands of states and local jurisdictions as opposed to the federal government. This was reflected in the enacting of the Education Consolidation and Improvement Act (ECIA)⁷³ in 1981 to reduce federal regulations of Title I.⁷⁴

In addition, amendments also emphasized bilingual education programming. The Emergency Immigrant Education Act of 1984⁷⁵ provided financial assistance to states for English language instruction and other bilingual services. Title IV of the ESEA incorporated women's educational equity amendments, while Title V included the Indian Education Amendments of 1984.⁷⁶ In 1988, the Hawkins-Stafford Elementary and Secondary School Improvement Amendments⁷⁷ revised the ESEA once again, raising achievement standards for low-income students by focusing on advanced skills as opposed to basic ones.⁷⁸

Significant revisions to the ESEA occurred again in 1994 under the Clinton administration, with the enactment of the Improving America's Schools Act. The amendments added math and reading/language arts standards for assessing student progress and development. The revision also added a layer of accountability on student progress for schools and reduced the 75 percent poverty threshold that requires schools to implement schoolwide programs to a 50 percent poverty threshold.

Several years later, the Education Flexibility Partnership Act was enacted in 1999, which was soon followed by the No Child Left Behind Act (NCLB)⁷⁹ under the George W. Bush administration in 2001. NCLB made significant revisions to the ESEA by requiring increased accountability from teachers and students pursuant to yearly standardized testing. NCLB also

⁶⁸ Vocational Education Act of 1963, Pub. L. No. 88-210, 90 Stat. 2169; 20 U.S.C. § 2301 *et seq.*

⁶⁹ Elementary and Secondary Education Amendments of 1969, Pub. L. 91-230; *Ibid.*

⁷⁰ Higher Education Act of 1965, Pub. L. No. 89-329; 20 U.S.C. § 1001 *et seq.*

⁷¹ General Education Provisions Act, Pub. L. No. 90-247, Title IV, 81 Stat. 814; 20 U.S.C. § 1221 *et seq.*

⁷² Elementary and Secondary Education Amendments of 1972, Public Law No. 92-318, 86 Stat. 235.

⁷³ The Education Consolidation and Improvement Act of 1981, Pub. L. No. 97-35.

⁷⁴ *Supra*, n. 11.

⁷⁵ The Emergency Immigrant Act of 1984, Pub. L. No. 98-511, Title VI, 98 Stat. 2401; 20 U.S.C. § 4101.

⁷⁶ The Indian Education Amendments of 1984, Pub. L. No. 98-511, Title V, 98 Stat. 2391, 20 U.S.C. § 2001.

⁷⁷ The Augustus F. Hawkins-Robert T. Stafford Elementary and Secondary School Improvement Amendments of 1988, Pub. L. No. 100-297, 102 Stat. 130; 20 U.S.C. § 6301.

⁷⁸ *Supra*, n. 11.

⁷⁹ No Child Left Behind Act, Pub. L. No. 107-110, 115 Stat. 1425;

reserved funding to assist schools in training highly qualified teachers.⁸⁰ Title I, § 9101 of the NCLB expressly defined “highly qualified teacher” as a teacher who:

has obtained full state certification as a teacher (including certification obtained through alternative routes to certification) or passed the state teacher licensing examination, and holds a license to teach in such state, except that when used with respect to any teacher teaching in a public charter school, the term means that the teacher meets the requirements set forth in the state’s public charter school law; and (ii) the teacher has not had certification of licensure requirements waived on an emergency, temporary, or provisional basis.

Under this language, a teacher in Pennsylvania would be required to hold at least a bachelor’s degree from a four-year institution, hold and maintain full state certification, and demonstrated competence in the core subjects the teacher intends to teach.

In 2011, President Barack Obama’s administration provided states a flexibility waiver from certain NCLB provisions, so long as the state is transitioning students, teachers, and schools to a system aligned with college and career ready standards for all students, creating rigorous accountability systems, and engaging in educational reforms to improve classroom instruction and leadership.⁸¹

In 2015, NCLB was repealed by the Every Student Succeeds Act (ESSA)⁸² which reauthorized the 50-year-old ESEA. The ESSA retained the annual standardized testing mandates found in NCLB; however, the act shifted the federal accountability aspect of NCLB to the states. Under the ESSA, the states still submit accountability plans to the Department of Education and local educational agencies can apply for subgrants for local accountability plans. The ESSA dialed back the definition of a “highly qualified teacher” to a teacher who meets state certification requirements. In other words, the definition defers to states to have the sole authority to determine all teacher certification requirements necessary to be “highly qualified.” The ESSA also provides new expectations and requirements for students with disabilities, and most students with disabilities are required to take the same assessments and be held to the same standards as other students. One percent of students, accounting for ten percent of students with disabilities, are permitted to be excused from the usual standardized testing requirements. The ESSA also requires states to develop and implement a plan designed to curb bullying within schools.⁸³

Federal law also addresses the education provided to serve the unique and individual needs of students with disabilities beyond those provisions provided in the ESSA. The Education for All Handicapped Children Act (EHA)⁸⁴ was enacted in 1975 to provide support to states and local educational agencies to improve the education of children with special needs. Prior to the EHA’s

⁸⁰ *Ibid*; *Supra*, n. 11.

⁸¹ *Supra*, n. 11.

⁸² The Every Student Succeeds Act, Pub. L. No. 114-95, 129 Stat. 1802; 20 U.S.C. § 1001 *et. seq.*

⁸³ *Ibid.*

⁸⁴ Education for All Handicapped Children Act, Pub. L. No. 94-142 (1975).

enactment, many children with disabilities were denied access to an education. In 1970, schools within the U.S. educated only one in five children with disabilities, with many states having laws excluding students who were deaf, blind, and emotionally or intellectually disabled.⁸⁵

Congress reauthorized and renamed the EHA to the Individuals with Disabilities Education Act (IDEA)⁸⁶ in 1990. The IDEA specifically governs the way states and public agencies provide early intervention, special education, and other related services to over 7.5 million eligible infants, toddlers, children, and youth with disabilities.⁸⁷ The purpose of the IDEA is to ensure that students with disabilities receive a free appropriate public education in their least restrictive environment. Such appropriate education and related services must be designed to meet the students' unique needs and prepare them for further education, employment, and independent living.

The IDEA also ensures that the rights of children with disabilities and their parents are protected. Through the IDEA, the federal government is to assist states, localities, educational service agencies, and federal agencies in providing education of all children with disabilities through the implementation of a statewide, comprehensive, coordinated, multidisciplinary, interagency system of early intervention services for infants and toddlers with disabilities and their families. The IDEA further ensures that professional educators and parents have all necessary tools to improve educational results for disabled children by “supporting system improvement activities; coordinated research and personnel preparation; coordinated technical assistance, dissemination, and support; and technology development and media services.”⁸⁸ Provisions within the IDEA also provide for the assessment of the effectiveness of efforts to educate children with disabilities.

Under the Act, infants and toddlers (birth through age 2) with disabilities and their families receive early intervention services, whereas children and youth ages 3 through 21 receive special education and related services. Overall, the IDEA is composed of four parts: general provisions, assistance for children with disabilities, infants and toddlers with disabilities, and national activities to improve education of children with disabilities. In 2004, the IDEA was reauthorized and later amended through the ESSA in 2015. According to the IDE,

[d]isability is a natural part of the human experience and in no way diminishes the right of individuals to participate in or contribute to society. Improving educational results for children with disabilities is an essential element of our national policy of ensuring equality of opportunity, full participation, independent living, and economic self-sufficiency for individuals with disabilities.⁸⁹

⁸⁵ U.S. Department of Education. “A History of the Individuals with Disabilities Education Act,” <https://sites.ed.gov/idea/IDEA-History#:~:text=On%20November%2029%2C%201975%2C%20President,and%20locality%20across%20the%20country,last%20accessed%20May%2018%202022>.

⁸⁶ Individuals with Disabilities Education Act, Pub. L. No. 101-476, 104 Stat. 1142 (1990); 20 U.S.C. § 1400 *et seq.*

⁸⁷ *Supra*, n. 2.

⁸⁸ *Supra*, n. 3; 20 U.S.C. § 1400(d)(1)(A)-(4).

⁸⁹ *Ibid*; 20 U.S.C. § 1400(c)(1).

The IDEA acknowledges that while states, local educational agencies, and educational service agencies are primarily responsible for educating all children with disabilities, “it is in the national interest that the Federal Government have a supporting role in assisting State and local efforts to educate children with disabilities in order to improve results for such children and to ensure equal protection of the law.”⁹⁰ Moreover, the IDEA provides that a more equitable allocation of resources is essential for the Federal government to meet its responsibility to provide an equal educational opportunity for all individuals, including children with disabilities. In enacting the IDEA, Congress found that parents and schools should be given expanded opportunities to resolve their disagreements in positive and constructive ways. In addition, teachers, schools, local educational agencies, and states should be relieved of irrelevant and unnecessary paperwork burdens. Congress also felt compelled to be responsive to the growing needs of an increasingly diverse society.⁹¹

To receive funds under the IDEA, states, local educational agencies, and educational service agencies must ensure that any state rules, regulations, and policies relating to the Act conform to the purposes of the Act. States, local educational agencies, and educational service agencies must also identify in writing to local educational agencies located in the state and the Secretary any such rule, regulation, or policy as a state-imposed requirement that is not required by the IDEA and federal regulations and must minimize the number of rules, regulations, and policies to which the local educational agencies and schools located in the state are subject to the IDEA.

Previously, Congress enacted the Rehabilitation Act of 1973⁹² and later the Americans with Disabilities Act of 1990⁹³ to address vocational discrimination among those with disabilities and more broadly. The U.S. Department of Education’s Office for Civil Rights enforces the provisions of these acts, along with Title II rights of IDEA-eligible students with disabilities.

Today the Department of Education operates with 4,400 employees and a \$68 billion budget. According to the Department, its elementary and secondary programs serve nearly 18,200 school districts and over 50 million students attending roughly 98,000 public schools and 32,000 private schools each year. The Department also provides grant, loan, and work-study assistance to over 12 million college students. The Department’s current mission is to “promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access.”⁹⁴

While the vast majority of training mandates for educational professionals and other school employees come from state and local laws, regulations, and policies, the federal government requires compliance with certain training mandates that are conditions of receiving federal aid funds. The primary role of the federal government in education is not to impose mandates on how states and local educational agencies should train their teachers and run their districts. Rather, the

⁹⁰ *Ibid*; 20 U.S.C. § 1400(c)(6).

⁹¹ *Ibid*; 20 U.S.C. § 1400(c)(7-(10)(A).

⁹² Rehabilitation Act of 1973, Pub. L. No. 93-112, 87 Stat. 355 (1973).

⁹³ Americans with Disabilities Act of 1990, Pub. L. No. 101-336, 104 Stat. 327 (1990).

⁹⁴ U.S. Department of Education, “Overview and Mission Statement,” <https://www2.ed.gov/about/landing.jhtml>, last accessed on March 16, 2022.

primary role of the federal government, largely through the Department of Education, is to support states and local educational agencies through funding and guidelines. However, a condition of receiving that funding can be that states follow certain federal mandates. These mandates are typically found in certain specific areas of education such as handling confidential student information, school lunches and nutrition, teaching students with disabilities, school transportation, and school safety and security.

The mandates tend to be broad for the purpose of allowing states and local educational agencies a level of discretion to develop the details necessary for compliance. For instance, federal education aid may require that a state or local educational agency create a comprehensive professional development plan or system for school personnel that involves training and best practices. The mandate essentially leaves up to the state or local agency the details of what is specifically needed for the training and best practices. Some training mandates, usually related to specific educational issues (like school transportation safety) are more direct. For example, federal regulation requires that all persons designated to supervise school bus drivers must receive at least 60 minutes of training on alcohol misuse and receive at least an additional 60 minutes of training on controlled substances use.⁹⁵ However, most Federal laws and programs tend to leave the details of training school personnel to the states and their local districts.

The following is a collection of school employee training mandates required under federal statutes and regulations. The mandates are categorized based on their applicability to policy and procedure, curriculum, professional development, health and wellness, human resources, and school safety and security.

Section 1: Policy and Procedure	
Subject	Student Education Records
Requirements	
All personally identifiable information in student education records and confidential special education information must be kept in a specific manner.	
Applicability	
All school staff and personnel	
Duration/Frequency	--
Governing Reference(s)	20 U.S.C. § 1232g

⁹⁵ 49 C.F.R. § 382.603.

Section 1: Policy and Procedure	
Subject	Student Education Records
Requirements	
Training or instruction regarding state’s policies and procedures under 34 C.F.R. § 300.123, which provides the state must have policies and procedures in effect to ensure that public agencies in the state comply with §§ 300.610 – 300.626 related to protecting the confidentiality of that information.	
Applicability	
All persons collecting or using personally identifiable information	
Duration/Frequency	--
Governing Reference(s)	34 C.F.R. § 300.623(c)

Section 2: Curriculum	
Subject	English Language Development
Requirements	
English Language Development Instruction designed to assist in teaching English learners, including immigrant children and youth.	
Applicability	
All professional staff (including preschool teachers, principals, and other school leaders).	
Duration/Frequency	--
Governing Reference(s)	20 U.S.C. § 6812(4)

Section 3: Professional Development	
Subject	General Certification
Requirements	
To receive federal funding aid for elementary and secondary education, teachers or paraprofessionals working in Title I-A supported programs “must meet applicable state certification and licensure requirements.”	
Applicability	Teachers and paraprofessionals
Duration/Frequency	--
Governing Reference(s)	20 U.S.C. § 6301

Section 3: Professional Development	
Subject	Deaf and Blind Students
Requirements	
The Training of Interpreters for Individuals Who Are Deaf or Hard of Hearing and Individuals Who Are Deaf-Blind program is designed to establish interpreter training programs or to provide funds for ongoing interpreter programs to eligible educational agencies to train qualified interpreters to meet the communication needs of individuals who are deaf or hard of hearing and individuals who are deaf-blind by training interpreters to effectively interpret and transliterate between spoken language and sign language and to transliterate between spoken language and oral or tactile modes of communication; ensuring the maintenance of the interpreting skills of qualified interpreters; and providing opportunities for interpreters to raise their skill level competence in order to meet the highest standards approved by certifying associations.	
Applicability	Interpreters
Duration/Frequency	--
Governing Reference(s)	29 U.S.C. § 709(c); 34 C.F.R. § 396.1

Section 3: Professional Development	
Subject	Students with Disabilities
Requirements	
<p>To receive funds to assist with educating disabled children, the IDEA requires the development of a statewide system for a provision of services to infants and toddlers with disabilities that, at minimum, must have the following training components - a comprehensive system of personnel development, including the training of paraprofessionals and the training of primary referral sources with respect to the basic components of early intervention services available in the state.</p>	
Applicability	Paraprofessionals
Duration/Frequency	--
Governing Reference(s)	20 U.S.C. § 1435(a)

Section 3: Professional Development	
Subject	Students with Disabilities
Requirements	
<p>To obtain federal assistance under IDEA, the state educational agency must establish and maintain qualifications to ensure that personnel are adequately prepared and trained, including that those personnel have the content knowledge and skills to serve children with disabilities.</p> <p>Qualifications under the IDEA include qualifications for related services, personnel, and paraprofessionals that are consistent with any state-approved or state-recognized certification, licensing, registration, or other comparable requirements that apply to the professional discipline in which those personnel are providing special education or related services and ensure that related services personnel who deliver services in their discipline or profession have not had certification or licensure requirements waived on an emergency, temporary, or provisional basis .</p>	
Applicability	All educational staff
Duration/Frequency	--
Governing Reference(s)	20 U.S.C. § 1412(a)(14)(A)-(C)

Section 4: Health and Wellness	
Subject	Homeless Students
Requirements	
Schools must develop and implement professional development programs to improve their identification of homeless children and to heighten awareness of the liaisons and personnel of, and their capacity to respond to, specific needs in the education of homeless children.	
Applicability	Liaisons and other school personnel
Duration/Frequency	--
Governing Reference(s)	42 U.S.C. § 11432(5)(A)-(B)

Section 4: Health and Wellness	
Subject	School Lunches
Requirements	
Funds under this federal statute may be used to provide training and technical assistance and material related to improving program integrity and administrative accuracy in school meals programs.	
Applicability	School lunch personnel
Duration/Frequency	--
Governing Reference(s)	42 U.S.C § 1769b-1

Section 4: Health and Wellness	
Subject	School Lunches
Requirements	
<p>Technical assistance and training in the preparation of foods high in complex carbohydrates and lower-fat versions of foods commonly used in the school breakfast program (established by the Secretary of Education) to assist schools participating in the school breakfast program and to assist the schools in complying with the nutritional requirements.</p>	
Applicability	School lunch personnel
Duration/Frequency	--
Governing Reference(s)	42 U.S.C. § 1773

Section 4: Health and Wellness	
Subject	School Lunches
Requirements	
<p>School food authorities that operate the National School Lunch Program, or the School Breakfast Program (7 CFR part 220), must establish and implement professional standards for school nutrition program directors, managers, and staff.</p> <p>Each school food authority must ensure that all newly hired school nutrition program directors meet minimum hiring standards and ensure that all new and existing directors have completed the minimum annual training/education requirements for school nutrition program directors.</p> <p>A state agency may approve a school food authority to use the nonprofit school food service account to pay the salary of a school nutrition program director who does not meet the hiring standards herein so long as the school food authority is complying with a state agency-approved plan to ensure the director will meet minimum educational and training requirements (i.e. bachelor’s degree with a major in food nutrition, food service management or family consumer science, nutrition education, culinary arts, etc.).</p> <p>There must be continuing education/training standards for all school nutrition program managers that cover topics of administrative practices, identification of reimbursable meals at point service, nutrition, health and safety standards, and any specific topics identified.</p>	

Section 4: Health and Wellness	
Subject	School Lunches
Applicability	School lunch directors and school lunch personnel
Duration/Frequency	
<p>All school nutrition program directors, for all local educational agency sizes, must have completed at least eight hours of food safety training within five years prior to their starting date or complete eight hours of food safety training within 30 calendar days of their starting date. At the discretion of the State agency, all school nutrition program directors, regardless of their starting date, may be required to complete eight hours of food safety training every five years.</p>	
Governing Reference(s)	7 C.F.R. § 210.30

Section 4: Health and Wellness	
Subject	Occupational Exposure
Requirements	
<p>Each employer (including schools) having an employee(s) with occupational exposure must establish a written Exposure Control Plan designed to eliminate or minimize employee exposure.</p> <p>The Exposure Control Plan must be reviewed and updated at least annually and whenever necessary to reflect new or modified tasks and procedures which affect occupational exposure and to reflect new or revised employee positions with occupational exposure.</p> <p>*NOTE - Section 1910.2 of the federal regulations defines the “employer” who is legally within the scope of the mandate as “...a person engaged in business affecting commerce who has employees but does not include the United States or any State or political subdivision of a State...” 29 C.F.R. § 1910.2(c).</p> <p>Technically, public school districts have taxing authority, much like a political subdivision, and state law under 101 Pa. Code § 23.221 (which contains “government definitions”) includes school districts in the definition of political subdivisions - a “county, city, borough, incorporated town, township, <i>school district</i> or county institution district.” (<i>Emphasis added</i>). Though the federal regulation itself does not define political subdivision, public school entities are not “businesses affecting commerce...”. However, third-party vendors contract with schools regularly, and schools often maintain exposure control plans as part of their own policy and procedures. The Commission included this training requirement to err on the side of inclusivity.</p>	

Section 4: Health and Wellness	
Subject	Occupational Exposure
Applicability	School Administrative/Safety Personnel
Duration/Frequency	--
Governing Reference(s)	29 C.F.R. § 1910.1030(c)(1)(i)

Section 5: Human Resources	
Subject	Sexual Harassment
Requirements	
<p>The federal mandate includes training on the definition of sexual harassment in § 106.30, the scope of the recipient’s education program or activity, how to investigate and conduct a grievance process including hearings, appeals, and informal resolution processes. Training also includes education on how to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias. Training must include instruction on any technology used at a live hearing and on issues relevant of questions and evidence, including when questions and evidence about the complainant’s sexual predisposition or prior sexual behavior are not relevant.</p> <p>Investigators must also receive training regarding the preparation of investigative reports that fairly summarize the evidence.</p> <p>Training materials must not rely on sex stereotypes and must promote impartial investigations and adjudications of formal complaints of sexual harassment.</p>	
Applicability	
Title IX coordinators, investigators, decision-makers, and staff facilitating informal resolution processes.	
Duration/Frequency	--
Governing Reference(s)	34 C.F.R. § 106.45(b)(1)(iii)

Section 6: School Safety and Security	
Subject	School Bus Drivers
Requirements	
<p>The training will be used by the supervisors to determine whether reasonable suspicion exists to require a driver to undergo testing under § 3 82.307.</p> <p>The training shall include the physical, behavioral, speech, and performance indicators of probable alcohol misuse and use of controlled substances.</p> <p>Recurrent training for supervisory personnel is not required.</p>	
Applicability	School bus driver supervisors
Duration/Frequency	
<p>All persons designated to supervise drivers must receive at least 60 minutes of training on alcohol misuse and receive at least an additional 60 minutes of training on controlled substances use.</p>	
Governing Reference(s)	49 C.F.R. § 382.603. Incorporated by reference into PA law at 67 Pa. Code § 229.14

PENNSYLVANIA SCHOOL EMPLOYEE AND THIRD-PARTY MANDATES

The vast majority of training mandates imposed on public school entities in Pennsylvania are found in the act of March 10, 1949 (P.L. 30, No. 14), known as the Public School Code of 1949 and regulations issued under its authority. Many of these mandates were added by amendment to the 1949 Act over the last 70-plus years and are frequently referred to by their own short titles or act numbers, but are in fact all part of the 1949 Act. The following list organizes mandates found in the 1949 Act in the categories of policy and procedure, curriculum, professional development, health and wellness, human resources, and safety and security. Stand-alone acts will follow, in the same category orders, as appropriate. Citations to regulations will include the term “Pa. Code”.

Two terms are used frequently in the mandates, “professional employee” and “professional educator.” They are defined as follows:

The term “professional employee” shall include those who are certificated as teachers, supervisors, supervising principals, assistant principals, vice-principals, directors of career and technical education, dental hygienists, visiting teachers, home and school visitors, school counselors, child nutrition program specialists, school librarians, school secretaries the selection of whom is on the basis of merit as determined by eligible lists and school nurses. § 1101(1). 24 P.S. §11-1101(1)

"Professional educator" shall mean an individual who holds a Pennsylvania teacher, educational specialist or administrative certification or letter of eligibility. §§ 1205.2(o); 1501-E. 24 P.S. §§ 12-1205.2; 15-1501-E.

Another frequently seen term is “school entity.” While there is not a stand-alone definition of “school entity” applicable to the entirety of the 1949 Act (it is defined in some sections for use in those sections only), the Department of Education has used school entity to mean public schools, school districts, intermediate units, charter schools, cyber schools, independent schools, and area career and technical schools in its Certification Staffing Policy Guidelines (CSPGs), which is consistent with the individual definitions found in the 1949 Act.⁹⁶

⁹⁶ Pennsylvania Department of Education, Certification Staffing Policy Guidelines, <https://www.education.pa.gov/Educators/Certification/Staffing%20Guidelines/Pages/default.aspx>, visited July 30, 2022.

Policy and Procedure

This section addresses mandates that affect school- and district-wide policies that tend to cover administrative personnel specifically.

Pennsylvania Inspired Leadership

Source: §§ 1205.5 and 1217 (24 P.S. §§ 12-1205.5 and 12-1217). Sections added by the act of July 20, 2007 (P.L.278, No.45). Subsection 1205.5(i) was added the act of July 8, 2022 (P.L.620, No.55).

Section 1205.5. Continuing Professional Education for School or System Leaders.

(a)(1) Beginning January 1, 2008, every school or system leader shall meet the continuing professional education requirements of section 1205.2 through participation in programs approved in accordance with this section.

(2) For any school or system leader who serves in both administrative and nonadministrative positions during a compliance period as defined in section 1205.2, the school or system leader's continuing professional education requirements shall be earned in programs approved in accordance with this section in no less than the same proportion as the proportion of the compliance period during which the school or system leader served on an administrative certificate or letter of eligibility.

(b) For the compliance period in effect on January 1, 2008, this section shall only apply to any credits or hours needed to satisfy the unmet requirements of the current compliance period.

(c) (1) The Department of Education shall design and offer continuing professional education programs at no cost to school or system leaders who are required by this section to participate and at no cost to their employer school entities.

(2) In the event that school or system leaders are unable to access these programs because all available slots are filled, the school or system leader may request and shall be granted upon review by the department an extension of the compliance period.

(d) The Department of Education shall approve other providers to offer induction and continuing professional education programs for school or system leaders and shall annually publish a list of approved providers.

(e) All programs offered or approved by the Department of Education under this section shall address the Pennsylvania school leadership standards pursuant to section 1217.

(f) The Secretary of Education may adopt standards as necessary to implement this section.

(g) For the purpose of this section, the term "school or system leader" shall mean an individual who serves on a certificate as a principal, vice principal, assistant principal, superintendent, assistant superintendent, intermediate unit executive director, assistant intermediate unit executive director or director of an area career and technical school.

(h) (1) Beginning on the effective date of this subsection, the requirements of subsections (a), (c) and (d) shall be suspended until June 30, 2013.

(2) Notwithstanding this subsection, the provisions of sections 1003(a)(3) and (c) and 1207.1(d)(1)(iv) requiring that candidates for appointment as a district superintendent or assistant district superintendent and candidates for administrative and career and technical director certificates complete a leadership development program that meets the Pennsylvania school

leadership standards under section 1217 shall not be suspended. ((2) amended Oct. 30, 2019, P.L.460, No.76)

(i) Beginning on the effective date of this section and notwithstanding any other provision of this section, the requirements of subsection (a) shall be suspended for one year. This subsection shall expire one year from the effective date of this subsection.

§ 1217. Pennsylvania School Leadership Standards.

(a) Programs provided under section 1205.5(c) and (d) to prepare school or system leaders and for purposes of issuing administrator certificates or letters of eligibility and approved programs for the induction and continuing professional education of school or system leaders shall address:

(1) The following core standards:

(i) The knowledge and skills to think and plan strategically to create an organizational vision around personalized student success.

(ii) An understanding of standards-based systems theory and design and the ability to transfer that knowledge to the school or system leader's job as the architect of standards-based reform in the school.

(iii) The ability to access and use appropriate data to inform decision-making at all levels of the system.

(iv) Understanding the impact of trauma on a child's educational experience, the school's culture, climate and demographics and the community as a whole and applying trauma-informed approaches to inform decision-making at all levels of the system.

(2) The following corollary standards:

(i) Creating a culture of teaching and learning with an emphasis on learning, including teaching and learning in manufacturing and career and technical fields.

(ii) Managing resources for effective results.

(iii) Collaborating, communicating, engaging and empowering others inside and outside of the organization to pursue excellence in learning.

(iv) Operating in a fair and equitable manner with personal and professional integrity.

(v) Advocating for children and public education in the larger political, social, economic, legal and cultural context.

(vi) Supporting professional growth of self and others through practice and inquiry.

(b) The State Board of Education may promulgate regulations to carry out the provisions of this section.

(c) For the purpose of this section, the term "school or system leader" shall mean an individual who serves on a certificate as a principal, vice principal, assistant principal, superintendent, assistant superintendent, intermediate unit executive director, assistant intermediate unit executive director or director of an area career and technical school.

School Directors Training

Source: § 328 (24 P.S. § 3-328). Section added by the act of November 6, 2017 (P.L.1142, No. 55), and amended by the act of June 28, 2019 (P.L.146, No.18)

Section 328. School Director Training Programs.

(a) Beginning in the 2018-2019 school year and in each school year thereafter, the following shall apply:

(1) Each newly elected or appointed school director shall complete, during the first year of the school director's first term, a training program made available by the Department of Education, in consultation with a Statewide organization representing school directors and a Statewide organization representing school business officials, pertaining to the skills and knowledge necessary to serve as a school director. The training program shall consist of a minimum of five (5) hours of instruction, including, at a minimum, information regarding the following:

(i) Instruction and academic programs.

(i.1) Best practices related to trauma-informed approaches, which shall comprise a minimum of one (1) hour of instruction.

(ii) Personnel.

(iii) Fiscal management.

(iv) Operations.

(v) Governance.

(vi) Ethics and open meetings, to include the requirements under 65 Pa.C.S. Pt. II (relating to accountability).

(2) Within one (1) year after each reelection or reappointment to the board of school directors, each school director shall complete an advanced training program made available by the Department of Education in consultation with a Statewide organization representing school directors and a Statewide organization representing school business officials. The advanced training program shall consist of a minimum of three (3) hours of instruction, including information on relevant changes to Federal and State public school law and regulations, fiscal management, trauma-informed approaches and other information deemed appropriate by the Department of Education to enable the school director to serve effectively.

(3) The training programs required under this subsection shall be made available by the Department of Education at no cost to school districts or school directors. The Department of Education shall approve alternative training programs that fulfill the requirements of this subsection which may be provided by school districts, intermediate units, postsecondary institutions or Statewide education organizations. The department shall post on its publicly accessible Internet website all alternative training programs approved under this paragraph.

(4) This subsection shall apply to members of a school reform commission established under section 696, provided that the training programs provided to members of a school reform commission shall include information regarding sections 693 and 696 and other information deemed appropriate to enable a member of a school reform commission to serve effectively.

(b) Beginning in the 2018-2019 school year, and in each school year thereafter, the following shall apply:

(1) Each newly appointed trustee of a charter school entity shall complete, within the trustee's first year of service, a training program made available by the Department of Education,

in consultation with Statewide organizations representing charter school entities, pertaining to the skills and knowledge necessary to serve as a charter school entity trustee. The training program shall consist of a minimum of five (5) hours of instruction, including, at a minimum, the information listed in subsection (a)(1) and information concerning Article XVII-A.

(2) During the fifth year of a trustee's service on the board of trustees and every four (4) years thereafter, each trustee shall complete an advanced training program made available by the Department of Education in consultation with Statewide organizations representing charter school entities. The advanced training program shall consist of a minimum of three (3) hours of instruction, including information on relevant changes to Federal and State public school law and regulations, including Article XVII-A, fiscal management, trauma-informed approaches and other information deemed appropriate by the Department of Education to enable the trustee to serve effectively.

(3) The training programs required under this subsection shall be made available by the Department of Education at no cost to charter school entities or charter school entity trustees. The Department of Education shall approve alternative training programs that fulfill the requirements of this subsection which may be provided by charter school entities, school districts, intermediate units, postsecondary institutions, Statewide organizations representing charter school entities or other Statewide education organizations. The department shall post on its publicly accessible Internet website all alternative training programs approved under this paragraph.

(c) The Department of Education or any other entity providing training programs under this section shall examine options for making the training programs available through online or other distance learning media or through regional-based training.

(d) As used in this section, "charter school entity" shall mean a charter school, regional charter school or cyber charter school.

Pennsylvania State Test Administration Training

Division of Instructional Quality, Bureau of Curriculum, Assessment & Instruction, Pennsylvania Department of Education.

The Division of Instructional Quality, within the Bureau of Curriculum, Assessment and Instruction of the Pennsylvania Department of Education provides state test administrating training through its Pennsylvania State Test Administration Training (PSTAT) site. The Department requires that all school administrators, educators, and other officials who serve as district assessment coordinators, school assessment coordinators, test administrators, proctors, and interpreters annually complete the program's training for the Pennsylvania Keystone Exams and the Pennsylvania System of School Assessment (PSSA).⁹⁷

The PSTAT program contains three separate trainings:

- District assessment coordinator (DAC) training (12 minutes of training)
- School assessment coordinator (SAC) training (16 minutes of training), and

⁹⁷ Division of Instructional Quality, Bureau of Curriculum, Assessment & Instruction, Pennsylvania Department of Education, "Pennsylvania State Test Administration Training Site," <https://www.pstattraining.net/>, accessed on May 17, 2023.

- Test administrator (TA) training (35 minutes of training)

Each training outlines the responsibilities and duties of the position and steps to ensure test security.

Participants reviewing the training modules can pause at any point and replay any portion of the training. All trainings must be completed once per school year prior to the administration of the PSSA or Keystone Exam standardized state assessments.

Each local education agency (LEA) has a DAC, responsible for completing the DAC, SAC, and TA trainings. Each school building has a SAC, responsible for completing the SAC and TA trainings. Test administrators, proctors, personal care attendants, and therapeutic staff support complete the TA training as well.

The Commission has received information from PSTAT regarding the above training but has not confirmed the legal authority making the training compulsory on LEAs for state examination administration purposes. However, the Commission believes the Department of Education has adopted PSTAT training *via* regulation or department policy.⁹⁸

Curriculum

Gifted Education

22 Pa. Code § 16.5(c)

(c) A school district and intermediate unit shall provide, under section 1205.1 of the School Code (24 P.S. §12-1205.1), in-service training for gifted and regular teachers, principals, administrators and support staff persons responsible for gifted education.

English as a Second Language

22 Pa. Code § 4.26

Every school district shall provide a program for each student whose dominant language is not English for the purpose of facilitating the student's achievement of English proficiency and the academic standards under § 4.12 (relating to academic standards). Programs under this section shall include appropriate bilingual-bicultural or English as a second language (ESL) instruction.

Note: The Department of Education has determined that this regulation, read in conjunction with the requirements of §§ 1205.1 and 1205.2 of the 1949 Act requires all local education agencies (LEAs) in which English learners (ELs) are enrolled to offer annual professional development

⁹⁸ Information provided to the Joint State Government Commission by Mr. Steve Latanishen, Director of the Office of Government Relations, Pennsylvania Department of Education, in a personal e-mail sent on June 6, 2023.

related to ELD/ESL (English language development/English as a second language) for all LEA personnel as part of the Professional Development Act 48 Plan.⁹⁹

Structured Literacy and Intervention Services

§ 1205.8 (24 P.S. § 12-1205.8). Added by the act of July 8, 2022 (P.L. 620, No. 55)

Section 1205.8. Teacher support in the Structured Literacy Program.

(a)(1) It is the intent of the General Assembly that teachers be equipped to facilitate high-quality reading instruction grounded in structured literacy and intervention services to address student reading needs.

(2) The program provided in this section will assist participating school entities in providing professional development for teachers in foundational skills and instructional interventions based on structured literacy and providing opportunities for school personnel to serve as reading coaches to support teachers in delivering high-quality reading instruction.

(b)(1) Beginning with the 2022-2023 school year, the department shall establish a program of professional development and applied practice in structured literacy for school personnel that includes in-class demonstration, modeling and coaching support to improve reading and literacy outcomes.

(2) School personnel selected by the participating school entity to serve as professional coaches for this program must have at least five years of experience in teaching of reading and be able to demonstrate their skills in the instruction of and intervention with students, including those with dyslexia and other language-related disabilities.

(3) The department may contract with multiple service providers, including school entities and institutions of higher education with demonstrated experience in structured literacy, to develop and implement the program so that experienced support is available locally.

(4) A service provider, including a school entity or approved educator preparation program that demonstrates successful implementation of literacy outcomes is eligible to provide professional development and onsite demonstration and coaching support in the program.

(5) A participating school entity shall adopt high-quality instructional materials grounded in scientific-based reading research in accordance with the State academic standards approved by the State Board of Education.

(c)(1) The continuing professional education plan of each school entity shall satisfy the continuing education requirements of 22 Pa. Code § 49.17 (relating to continuing professional education), including training in structured literacy for professional employees who hold instructional certificates in early childhood, elementary-middle level, Special Education-PK-12, English as a second language and reading specialist. To ensure that school personnel have the knowledge and skill to teach all students to read, including students with dyslexia and other language-based learning disabilities, training shall address, but shall not be limited to:

- (i) Evidence-based intervention practices on structured literacy.
- (ii) Explicit and systematic instruction in phonological and phonemic awareness.
- (iii) The alphabetic principle, decoding and encoding, fluency and vocabulary.
- (iv) Reading comprehension and building content knowledge.

⁹⁹ Pennsylvania Department of Education, “Educating English Learners (ELs),” accessed June 7, 2022, <https://www.education.pa.gov/Policy-Funding/BECS/PACode/Pages/EducatingELs.aspx>.

(2) School employees required to undergo continuing professional education under section 1205.2 or 1205.5 shall receive credit toward the school employee's continuing professional education requirements if the training program has been approved by the department.

(d) The department shall create and provide guidelines to describe the standard components for professional development needed for structured literacy instruction, including required content knowledge, and establish criteria by which reading and literacy outcomes may be measured.

(e) The department shall develop reading literacy skills standards for use by educator preparation programs that prepare candidates to earn an instructional certificate in early childhood, elementary-middle level, Special Education-PK-12, English as a second language and reading specialist. The standards shall include, at a minimum, instruction on the following:

(1) Effectively teaching the reading literacy skills of phonemic awareness, phonics, fluency, vocabulary and comprehension.

(2) Differentiating instruction for teaching students with advanced reading skills and students with dyslexia or other language-based learning disabilities.

(3) Identifying and teaching students with dyslexia and other language-based learning disabilities using appropriate scientific research and brain-based multisensory intervention methods and strategies.

(4) Implementing reading instruction using high-quality instructional materials.

(5) Using developmentally appropriate supports to ensure that students can effectively access reading instruction.

(6) Administering universal reading screeners to students.

(f) Beginning August 1, 2024, an approved educator preparation program shall provide candidates seeking certification in early childhood, elementary-middle level, Special Education-PK-12, English as a second language and reading specialist with training on reading instruction focused primarily on the reading literacy skills standards developed under subsection (e).

(g) As used in this section, the following words and phrases shall have the meanings given to them in this subsection unless the context clearly indicates otherwise:

"Approved educator preparation program." A sequence of courses and experiences offered by a preparing institution or alternative provider that is reviewed and approved by the department.

"Chief school administrator." The superintendent of a school district, executive director of an intermediate unit, administrative director of an area career and technical school or chief executive officer of a charter school, cyber charter school or regional charter school.

"Department." The Department of Education of the Commonwealth.

"Participating school entity." A school entity that elects to take part in the Structured Literacy Program.

"School entity." A school district, intermediate unit, area career and technical school, charter school, cyber charter school or regional charter school.

"Structured literacy." Systemic, explicit instruction that:

(1) provides a strong core of foundational skills in the language systems of English;

(2) integrates listening, speaking, reading, spelling and writing; and

(3) emphasizes the structure of language across the speech sound system, the writing system, the structure of sentences, the meaningful parts of words, the relationship among words and the organization of spoken and written discourse.

Professional Development – General Requirements

The provisions in this section address continuing education requirements in terms of numbers of hours of development required each year, approved instructors and approved methods of receiving such instruction.

Continuing Professional Education (CPE)

Source: §§ 1205.1 and 1205.2 (24 P.S. §§ 12-1205.1 and 12-1205.2), as amended by the act of Nov. 23, 1999 (P.L. 529, No. 48.) §1205.2 also amended by the act of July 8, 2022 (P.L. 620, No. 55)

§ 1205.1. Continuing Professional Development.

(a) Upon the expiration of an existing professional development plan, each school entity shall submit to the secretary for approval a three-year professional education plan.

(b) The professional education plan provided for in subsection (a) shall be prepared by a committee consisting of teacher representatives divided equally among elementary, middle and high school teachers chosen by the teachers, educational specialist representatives chosen by educational specialists and administrative representatives chosen by the administrators of the school entity. The committee shall include parents of children attending a school in the district, local business representatives and other individuals representing the community appointed by the board of directors. The plan shall be approved by the board of directors prior to submission to the department for approval. Amendments to the plan may be recommended by the continuing professional education committee, approved by the board of directors of the school entity and submitted to the department for approval. The secretary may specify the time at which and the form in which such plans are to be submitted. The State Board of Education shall promulgate regulations, subject to the act of June 25, 1982 (P.L. 633, No. 181), known as the "Regulatory Review Act," establishing the minimal content of such plans. The provisions of section 2552 shall apply to any school entity failing to comply with the provisions of this section.

(b.1) The professional education plan of each school entity shall include a minimum of one (1) hour of required training in trauma-informed approaches.

(c) The professional education plan of each school entity shall be designed to meet the educational needs of that school entity and its professional employees. A school entity shall annually review its plan to determine whether or not it continues to reflect the needs of the school entity and the needs of its professional employees, students and the community. The plan shall be amended as necessary to ensure that the plan meets the requirements of this subsection. The plan shall specify the continuing professional educational courses, programs, activities and other learning experiences approved to meet continuing professional development requirements under section 1205.2(c), including efforts designed to improve teacher knowledge in subject areas covering the academic standards listed in 22 Pa. Code Ch. 4 (relating to academic standards and assessment). ((c) amended June 30, 2012, P.L. 684, No. 82)

(c.1) The continuing professional education plan shall specify the professional education needs that will be met by completion of each continuing professional education option and how it relates to areas of assignment and certification or potential administrative certification. The options may include, but shall not be limited to:

- (1) Collegiate studies.
- (2) Continuing professional education courses taken for credit.
- (3) Other programs, activities or learning experiences taken for credit or hourly, to include:
 - (i) curriculum development and other program design and delivery activities at the school entity or grade level as determined by the school entity and approved by the board of directors;
 - (ii) participation in professional conferences and workshops;
 - (iii) education in the workplace, where the work relates to the professional educator's area of assignment and is approved by the board of directors;
 - (iv) review, redesign and restructuring of school programs, organizations and functions as determined by the school entity and approved by the board of directors;
 - (v) in-service programs that comply with guidelines established by the department;
 - (vi) early childhood and child development activities for professional educators whose area of assignment includes kindergarten through third grade;
 - (vii) special education activities for professional educators whose area of assignment includes students with special needs;
 - (viii) successful completion of department training for service as a Distinguished Educator if the professional educator participates in and completes at least one assignment in the Distinguished Educators Program;
 - (ix) other continuing professional education courses, programs, activities or learning experiences sponsored by the department; or
 - (x) visits by educators to a manufacturing workplace for orientation and demonstrations to give the professional educator a greater understanding of job opportunities in manufacturing for students.

(c.2) A professional education plan may include joint or cooperative professional education activities with another school entity or an institution of higher education.

(c.3) A professional education plan shall describe how the plan meets the educational and staff development needs of the school entity, its professional educators, students and the community. The professional education plan shall identify the individuals who developed the plan and the method used to select those individuals.

(c.4) A professional education plan shall identify any provider approved by the professional education committee to provide the continuing professional education options listed in the plan. Such providers shall be required to provide the school entity with official notice of the credits or hours of continuing professional education options successfully completed by the school entity's professional educators.

(d) All professional educators of a school entity shall meet the professional education requirements of this section and section 1205.2 in order for the professional educator to maintain active certification.

(e) The requirements of this section and section 1205.2 do not apply to a professional educator not employed by a school entity who serves as an evaluator of a home education program authorized under section 1327.1(e)(2) or who provides private tutoring services as part of a home education program under section 1327.1.

(f) (1) Beginning on the effective date of this subsection, the requirements under subsections (a), (b), (c), (c.1), (c.2), (c.3), (c.4), (d) and (e) shall be suspended until June 30, 2013.

(2) Notwithstanding this subsection, the provisions of sections 1003(a)(3) and (c) and 1207.1(d)(1)(iv) requiring that candidates for appointment as a district superintendent or assistant district superintendent and candidates for administrative and career and technical director

certificates complete a leadership development program that meets the Pennsylvania school leadership standards under section 1217 shall not be suspended.

§ 1205.2. Program of Continuing Professional and Paraprofessional Education.

(a) A continuing professional education program is hereby established for professional educators, the satisfactory completion of which is required to maintain active certification. Except as provided in subsections (n.1) and (n.2), the continuing professional education program shall require the satisfactory completion of continuing professional education every five (5) years, which shall include:

- (1) six (6) credits of collegiate study;
- (2) six (6) credits of continuing professional education courses;
- (3) one hundred eighty (180) hours of continuing professional education programs, activities or learning experiences; or
- (4) any combination of collegiate studies, continuing professional education courses, or other programs, activities or learning experiences equivalent to one hundred eighty (180) hours.

(b) For the purposes of calculating hours and credits of continuing professional education, one (1) credit of collegiate studies or continuing professional education courses shall be equivalent to thirty (30) hours of continuing professional education programs, activities or learning experiences. In the initial year of the implementation of the continuing professional education requirements under this subsection, the department may evaluate and approve credits or continuing professional education courses which were completed on or after January 1, 2000, for application to the continuing professional educational requirement.

(c) The requirements of subsection (a) may be satisfied by a professional educator, whether or not presently employed by a school entity, by the successful completion of credits or hours to include any of the following:

(1) Credits of collegiate studies related to an area of the professional educator's assignment or certification at an institution of higher education approved by the department.

(2) Credits of continuing professional education courses related to an area of the professional educator's assignment or certification conducted by providers approved by the department.

(3) Hours of other continuing professional education programs, activities or learning experiences related to an area of the professional educator's assignment or certification conducted by providers approved by the department.

(4) Credits or hours completed in any collegiate studies, continuing professional education courses or continuing professional education programs, activities or learning experiences included in the professional education plan of the professional educator's school entity and conducted by:

- (i) the department;
- (ii) providers approved by the department;
- (iii) the professional educator's school entity; or
- (iv) providers approved as part of the professional education plan of the professional educator's school entity.

(5) Credits or hours not included in clauses (1) through (4) approved by the board of directors of the school entity.

(6) Credits or hours required to obtain administrator certification.

(7) Credits or hours in an area other than the area of the professional educator's assignment or certification if the professional educator may be transferred by the board of directors to another

assignment. The credits or hours must be approved for the professional educator by the board of directors.

(8) Successful completion of department training for service as a Distinguished Educator if the professional educator participates in and completes at least one assignment in the Distinguished Educators Program.

(d) In order to ensure that credits and hours of continuing professional education are of high quality and designed to significantly advance the goals of improving and updating the educational skills of professional educators in this Commonwealth, the department shall develop and implement guidelines to approve certain providers of continuing professional education programs. The guidelines shall include a process to approve:

(1) providers of collegiate studies;

(2) providers of professional education courses;

(3) providers of continuing professional education programs, activities or learning experiences, provided, the department, a professional educator's school entity or a provider approved as part of the school entity's professional education plan need not be approved by the department; and

(4) providers included as part of the professional education plan of a school entity for use by a school entity's professional education committee.

(e) If the school entity is assuming all costs of credits or hours, the board of directors may disapprove any course, program, activity or learning experience that is inconsistent with the goals of the professional educational plan.

(f) Except as provided in subsection (n.1), the department shall annually provide a minimum of forty (40) hours of continuing professional education courses, programs, activities or learning experiences at no charge to professional educators. In providing these courses, the department shall seek to use the most efficient and cost-effective means possible, including the use of advanced technology such as CD-ROM, the Internet and distance communication.

(g) The department shall adopt guidelines to establish a system for maintaining records of credits and hours of continuing professional education successfully completed by professional educators. Those guidelines shall include requirements that:

(1) A school entity shall notify the department and the professional educator employed by the school entity of the successful completion of credits or hours of programs, activities or learning experiences conducted by the school entity and shall forward to the department any official notice given by a provider identified in the school entity's professional education plan that a professional educator has successfully completed credits or hours of collegiate studies, continuing professional education courses or programs, activities or learning experiences conducted by the provider.

(2) An approved provider shall notify the department, the school entity that employs the professional educator and the professional educator of the successful completion of credits or hours of collegiate studies, continuing professional education courses or programs, activities or learning experiences conducted by the approved provider.

(3) The department shall notify the school entity that employs the professional educator and the professional educator of the successful completion of credits or hours of continuing professional education courses or programs, activities or learning experiences conducted by the department.

(h) The department shall provide the following information to professional educators and school entities:

(1) Notice of the number of credits or hours needed for a professional educator to comply with this section, as of the date on which such notice is given. Such notice shall be provided no later twelve (12) months prior to the end of a professional educator's five-year compliance period. For professional educators who have not completed sufficient credits or hours to comply with this section, such notice shall be provided in writing and mailed to the most recent address on record with the department. For professional educators who have completed sufficient credits or hours to comply with this section, such notice shall be provided by electronic means, which shall include a notation on the electronic system maintained by the department pursuant to subsection (g) affirming that the professional educator has completed sufficient credits or hours to comply with this section.

(2) Reasonable access to reports and records relating to a professional educator's continuing professional education.

(3) Notice of inactive certification requested by a professional educator.

(4) Notice of inactive certification due to failure of the professional educator to meet the requirements of this section, whether or not the individual is employed by a school entity. The notice shall be provided no later than thirty-one (31) days prior to the date on which a professional educator's certificate is placed in inactive status, provided that the department may only place a professional educator's certificate in inactive status between June 30 and July 31.

(5) Notice of reinstatement.

(h.1) Whenever a professional educator moves from the address named in the application for State certification or from the professional educator's current address, such professional educator shall notify the department and provide the department with the most current address. Notification shall be made in a form and manner determined by the department.

(i) The Secretary of Education shall provide an educator with the opportunity to appeal any determination that the educator's certification is inactive pursuant to 2 Pa.C.S. Chs. 5 (relating to practice and procedure) and 7 (relating to judicial review). If the secretary determines that an educator's certificate is inactive under this subsection, the effective date of the determination shall be between June 30 and July 31.

(j) The department shall establish a procedure to grant extensions to professional educators to fulfill the requirements of this section based upon extenuating circumstances.

(k) A professional educator who is not employed by a school entity as a professional or temporary professional employe may apply to the department for inactive certification. Inactive certification shall:

(1) Suspend the requirements of this section until inactive certification is removed by the department. Upon the removal of inactive certification, a professional educator shall have the same number of hours of continuing professional education and the same amount of time in which to complete those hours as existed for the professional educator at the time inactive certification was granted.

(2) Except as provided under paragraph (2.1), be removed by the department upon the application of the professional educator and evidence of the completion of thirty (30) hours of continuing professional education within the immediate preceding twelve (12) months. The department shall establish guidelines to approve courses that will authorize the removal of inactive certification.

(2.1) Be removed by the department upon the application of a professional educator who satisfies all of the following:

(i) holds a valid professional certificate issued by another state;

(ii) provides evidence of current compliance with the continuing education requirements of the other state; and

(iii) was employed on the certificate in the other state within the previous two calendar years prior to the application.

Upon the removal of inactive certification under this paragraph, a professional educator with voluntary inactive certification shall have the same number of hours of continuing professional education and the same amount of time in which to complete those hours as existed for the professional educator at the time inactive certification was granted. In the case of a professional educator whose certificate was placed on inactive status by the department due to the expiration of the professional educator's compliance period, the professional educator shall begin a new five-year compliance period to satisfy the requirements of subsection (a).

(3) Disqualify an individual from being employed by a school entity as a professional or temporary employe. An individual with inactive certification who is not an annuitant as defined in 24 Pa.C.S. § 8102 (relating to definitions) or 71 Pa.C.S. § 5102 (relating to definitions) may be employed as a substitute teacher, principal, superintendent or assistant superintendent in accordance with the endorsement on the individual's certificate or letter of eligibility for no more than one hundred and eighty (180) days during a school year.

(k.1) (1) Notwithstanding the provisions of subsections (a) and (k), the certificate of a professional educator who is an annuitant as defined in 24 Pa.C.S. § 8102 (relating to definitions) or 71 Pa.C.S. § 5102 (relating to definitions) shall be considered active for so long as the professional educator is an annuitant, except as otherwise provided in this subsection.

(2) For a professional educator annuitant who terminates the annuity or whose annuity ceases under the provisions of 24 Pa.C.S. § 8346(a) (relating to termination of annuities) or returns to school service under the provisions of 24 Pa.C.S. § 8346(b), the requirements of subsection (a) shall not apply for the first 180 days for which the professional educator annuitant returns to school service.

(3) A professional educator annuitant who has returned to school service and who continues in school service for more than one hundred eighty (180) days shall fulfill the requirements of subsection (a) beginning with the one hundred eighty-first day for which the professional educator has returned to school service. Such professional educator shall have the same number of hours of continuing professional education and the same amount of time to complete those hours as existed for the professional educator at the time the professional educator became an annuitant: Provided, That any collegiate studies, continuing professional education courses, or other programs, activities or learning experiences completed by a professional educator annuitant during the one hundred eighty (180) days for which the requirements of subsection (a) are not applicable under paragraph (2) shall be added to the number of hours of continuing professional education the professional educator had at the time the professional educator became an annuitant.

(4) The department shall promulgate a standard pursuant to the act of June 25, 1982 (P.L.633, No.181), known as the "Regulatory Review Act," requiring school entities to report to the department the employment of professional educator annuitants subject to 24 Pa.C.S. § 8346(b) and this subsection.

(1) The department shall submit an annual report to the chairman and minority chairman of the Appropriations Committee and the Education Committee of the Senate and the chairman and minority chairman of the Appropriations Committee and the Education Committee of the House of Representatives regarding the program of continuing professional education. The report

shall include information about programs offered by the department, including costs, the number of professional educators who have met continuing professional education requirements during each compliance period and the number of professional educators who have not met the requirements.

(m) The State Board of Education may promulgate any final-omitted regulations necessary to implement this section.

(n) Nothing contained in this act shall supersede or preempt any provisions of a collective bargaining agreement between a school entity and an employe organization in effect on the effective date of this act.

(n.1) (1) Beginning on the effective date of this subsection, the requirements under subsections (a) and (f) shall be suspended until June 30, 2013. During that time, the Legislative Budget and Finance Committee shall conduct a study of the costs and benefits of the continuing professional education program. An interim report shall be due on November 30, 2012, and the final report shall be due on March 1, 2013. On July 1, 2013, each professional educator shall have the same number of hours of continuing professional education and the same amount of time in which to complete those hours as existed for the professional educator on the effective date of this subsection: Provided, however, That any continuing professional education credits or hours completed by a professional educator during the period of suspension under this subsection shall be credited to the professional educator's continuing professional education record.

(2) Notwithstanding this subsection, the provisions of sections 1003(a)(3) and (c) and 1207.1(d)(1)(iv) requiring that candidates for appointment as a district superintendent or assistant district superintendent and candidates for administrative and career and technical director certificates complete a leadership development program that meets the Pennsylvania school leadership standards under section 1217 shall not be suspended.

(n.2) If, during a professional educator's five-year compliance period under this section, a professional educator satisfactorily completes continuing professional education credits or hours in excess of the number of credits or hours required under subsection (a), any excess continuing professional education credits or hours satisfying the requirements of this section that are completed during the final two years of a professional educator's five-year compliance period up to a maximum of fifty (50) hours of continuing professional education programs, activities or learning experiences, or any combination of collegiate studies, continuing professional education courses or other programs, activities or learning experiences equivalent to a maximum of fifty (50) hours, shall be credited to the professional educator's continuing professional education record for the next succeeding compliance period.

(n.3) Expired.

(n.4) Beginning on the effective date of this subsection and notwithstanding any other provision of this section, each professional educator's current continuing professional education compliance period under subsection (a) shall be extended by one year. This subsection shall expire one year from the effective date of this subsection.

(n.5) Beginning on the effective date of this subsection and notwithstanding any other provision of law to the contrary, the deadline by which any paraprofessional employed by a school entity as defined in 22 Pa. Code § 14.101 (relating to definitions) as of March 13, 2020, must satisfy staff development activity hour requirements under 22 Pa. Code § 14.105 (relating to personnel) shall be extended until June 30, 2023. This subsection shall expire one year from the effective date of this subsection.

(a) As required under § 4.13(a) (relating to strategic plans), a school entity shall submit to the Secretary for approval a 3-year professional education plan every 3 years in accordance with the professional education guidelines established by the Secretary and section 1205.1 of the act (24 P.S. § 12-1205.1). A school entity shall make its professional education plan available for public inspection and comment for a minimum of 28 days prior to approval of the plan by the school entity's governing board and submission of the plan to the Secretary.

(1) A school entity shall develop a continuing professional education plan, which includes options for professional development including, but not limited to, activities such as the following:

- (i) Graduate level coursework.
- (ii) Obtaining a professionally related master's degree.
- (iii) Department-approved in-service courses.
- (iv) Curriculum development work.
- (v) Attendance at professional conferences.

Leave of Absence for Professional Development

Source: § 1166.1 (24 P.S. § 1161.1). Section added by the act of June 28, 1996 (P.L.430, No.66)

Section 1166.1. Leaves of Absence for Professional Development.

(a) A leave of absence for professional development shall be directly related to the professional responsibilities as determined by the board of school directors and shall be restricted to activities required by regulations of the State Board of Education and by the laws of this Commonwealth for a professional certificate or commission or to improve professional competency. All requests for a leave of absence for professional development shall be subject to review and authorization by the board of school directors, which shall have sole authority to adopt and enforce policy establishing the conditions for approval of such leaves. At a minimum for a half school term, a leave of absence for professional development shall consist of any of the following or a combination thereof: nine (9) graduate credits, twelve (12) undergraduate credits, one hundred eighty (180) hours of professional development activities. At a minimum for a full school term, a leave of absence for professional development shall consist of any of the following or a combination thereof: eighteen (18) graduate credits, twenty-four (24) undergraduate credits, three hundred sixty (360) hours of professional development activities.

(b) The employe requesting a leave of absence for professional development shall submit to the board of school directors a detailed plan describing the professional development activities to be undertaken. The board shall be authorized to approve or reject the plan, consistent with its written policy. Upon completion of the leave, the employe shall provide to the board of school directors satisfactory evidence that the employe's approved plan for professional development was fully complied with during the leave of absence. If the employe fails to do so, unless prevented by illness or physical disability, the employe shall forfeit all benefits to which said employe would have been entitled under the provisions of this act for the period of the absence for professional development.

Special Education Supports and Services Personnel:
Paraprofessionals, Personal Care Assistants, and Interpreters

22 Pa. Code § 14.105

(a) Paraprofessionals.

(1) An instructional paraprofessional is a school employee who works under the direction of a certificated staff member to support and assist in providing instructional programs and services to children with disabilities or eligible young children. The support and assistance includes one-on-one or group review of material taught by certificated staff, classroom management and implementation of positive behavior support plans. Services may be provided in a special education class, regular education class or other instructional setting as provided in the student's IEP. Instructional paraprofessionals shall meet one of the following qualifications effective July 1, 2010:

(i) Have completed at least 2 years of postsecondary study.

(ii) Possess an associate degree or higher.

(iii) Meet a rigorous standard of quality as demonstrated through a State or local assessment.

(2) Nothing in subsection (a) should be construed to supersede the terms of a collective bargaining agreement in effect on July 1, 2008.

(3) Instructional paraprofessionals, each school year, shall provide evidence of 20 hours of staff development activities related to their assignment.

(4) A personal care assistant provides one-to-one support and assistance to a student, including support and assistance in the use of medical equipment (for example, augmentative communication devices; activities of daily living; and monitoring health and behavior). A personal care assistant may provide support to more than one student, but not at the same time. Personal care assistants shall provide evidence of 20 hours of staff development activities related to their assignment each school year. The 20 hours of training may include training required by the school-based access program.

(b) Educational interpreters. An educational interpreter is an individual who provides students who are deaf or hard of hearing with interpreting or transliterating services in an educational setting.

(1) To serve as an educational interpreter, an individual shall meet the qualifications in subparagraph (i) or (ii) and subparagraph (iii):

(i) Achieve and provide evidence of a score of 3.5 on the Educational Interpreter Performance Assessment (EIPA) for the appropriate grade level to which the person has been assigned.

(ii) Be a qualified sign language interpreter or qualified transliterator under the Sign Language Interpreter and Transliterator Registration Act (63 P.S. § § 1725.1—1725.12) and its implementing regulations.

(iii) Provide evidence of a minimum of 20 hours of staff development activities relating to interpreting or transliterating services annually.

(2) The Board, in consultation with the Department, will review the EIPA score requirement every 2 years.

Online Education Professional Development Initiative

Source: Article XV-L (added by the act of July 8, 2022 (P.L. 620, No.55).

Section 1501-L. Definitions.

The following words and phrases when used in this article shall have the meanings given to them in this section unless the context clearly indicates otherwise:

"Account." The Online Course Clearinghouse Account established under section 1502-L.

"Clearinghouse." The central online clearinghouse established under section 1502-L.

"Department." The Department of Education of the Commonwealth.

* * *

"Nonpublic school." A school, other than a public school, located within this Commonwealth where a Commonwealth resident may legally fulfill the compulsory school attendance requirements of this act and that meets the applicable requirements of Title VI of the Civil Rights Act of 1964 (Public Law 88-352, 78 Stat. 241).

"Online course." A course of study that uses technology in order to provide a significant portion of its curriculum and to deliver a significant portion of instruction to students through the Internet or other electronic means. The term shall include all services and materials related to the course.

"Professional development course." A course that uses technology to provide a professional educator with continuing professional education credits as required to maintain active certification under section 1205.2.

"Provider." An individual, nonprofit or for-profit organization, business, school entity or institution of higher education which has submitted one or more online courses or professional development courses to the department for inclusion in the clearinghouse established under this article.

"School entity." A school district, charter school, regional charter school, cyber charter school, intermediate unit or area career and technical school.

"Secretary." The Secretary of Education of the Commonwealth.

Section 1502-L. Clearinghouse for online course offerings.

(a) Duty to establish.--The department shall establish a central online clearinghouse which shall include the following:

* * *

(2) A database of online professional development courses for compliance with section 1205.2.

* * *

(c) Purchase of online courses or professional development courses.--Online courses or professional development courses included in the clearinghouse from providers may be offered for purchase as provided under subsection (g).

(d) Responsibilities of department.--The department shall:

(1) Create an online database that catalogs the online courses and professional development courses for which an application was approved under subsection (e) and make the database available to school entities, nonpublic schools, home education programs and the general public.

(2) Construct the database provided for under paragraph (1) for online courses and professional development courses in such a way as to:

(i) Provide information on each course listed in the database, including a description of the content and applicable grade levels of each course.

(ii) Facilitate communication between school entities, nonpublic schools or home education programs and providers of online courses and professional development courses cataloged in the clearinghouse to expedite the purchasing of the online courses.

(3) At least annually, or at any time the status of an online course or professional development course changes, update the database under paragraph (1).

(4) Collect application fees provided for in subsection (f) and deposit the fees into the account.

(5) Utilize the money in the account, including interest on the money, to pay expenses incurred by the department in carrying out its duties under this article.

(6) Explore the possibility for Federal and private funding to support the clearinghouse.

(7) Upon request, provide assistance to school districts which have been declared to be in financial recovery status or identified for financial watch status under Article VI-A by facilitating the school districts' search for low-cost or no-cost online course or professional development course options.
clearinghouse.

Section 1505-L. Report.

(a) Submission.--The secretary shall submit an annual report to the Governor, the chairperson and minority chairperson of the Education Committee of the Senate and the chairperson and minority chairperson of the Education Committee of the House of Representatives and post the report on the department's publicly accessible Internet website no later than June 30, 2027, and every five years thereafter.

(b) Content.--The report shall, at a minimum, include all of the following information:

* * *

(6) The number of professional employees participating in professional development courses, disaggregated by demographics and certification type.

(7) The number of professional development courses available through the clearinghouse.

(8) A description of the types of professional development courses available through the clearinghouse.

(9) Recommendations for improving the clearinghouse.

Section 1506-L. Construction.

Nothing in this article shall be construed to:

(1) Prevent a school entity from establishing and offering its own online course or program.

(2) Prevent a school entity or school entity personnel from:

- (i) supplementing an online course;
 - (ii) providing assistance, tutoring or enrichment to a student enrolled in an online course;
 - (iii) using the content of an online course in instruction delivered by school district personnel; or
 - (iv) monitoring a student's progress and attention to instruction in an online course.
- (3) Require a student to participate in an online course offered by a school entity.
 - (4) Supersede or preempt the rights, remedies and procedures afforded to school employees or labor organizations under Federal or State law, including the act of July 23, 1970 (P.L.563, No.195), known as the Public Employe Relations Act, or any provision of a collective bargaining agreement negotiated between a school entity and an exclusive representative of the employees in accordance with that act.

Section 1507-L. Regulations.

The department may issue regulations under the act of June 25, 1982 (P.L.633, No.181), known as the Regulatory Review Act, necessary to establish reasonable fees for the purpose of reviewing and approving courses under section 1502-L(f).

Professional Development - Mandates Relating to Student Well-Being

Trauma-Informed Awareness

Source: §§ 1205.7 and §1311-B (24 P.S. § 12-1205.7 and 13-1311-B), as amended by the act of June 28, 2019 (P.L.146, No.18). § 1311-B establishes the criteria for a school entity's adoption of a trauma-informed approach to education, and training requirements are found in § 1205.7

Section 1311-B. Trauma-informed approach.

No later than August 31, 2019, the committee shall develop a model trauma-informed approach plan that shall be used by a school entity applying for a grant under section 1306-B(j)(21). The plan must include the following:

- (1) Designation of at least one individual who:
 - (i) is assigned to the school;
 - (ii) oversees the implementation of the plan, integrating the coordination of services and professional development into the school entity's comprehensive plan; and
 - (iii) serves as a member of a school's student assistance program.
- (2) Coordination of services among:
 - (i) the student and the student's family;
 - (ii) the school; and
 - (iii) county-based services, community care organizations, public health entities, nonprofit youth service providers, community-based organizations, organizations that provide before or after-school care and other similar groups that are located in the community.
- (3) Indication of how coordinated services are provided based on a trauma-informed approach with an understanding, recognition and responsiveness to the effects of trauma on

education, absenteeism and school completion, including the secondary impact of trauma on school employees.

(4) Utilization of evidence-based or evidence-informed approaches that are tailored to the community to ensure that data is collected and the effectiveness of the trauma-informed approaches are determined.

(5) Professional development and support for school staff which fosters a culture in the school entity and community that is informed about how to understand, recognize and respond to trauma and address the impact of trauma on students as a secondary impact on school employees.

§ 1205.7. Trauma-Informed Education.

(a) School entities shall provide school employees with training on trauma-informed approaches. The following apply:

(1) Training shall address, but shall not be limited to:

(i) Recognition of the signs of trauma in students.

(ii) Best practices for schools and classrooms regarding trauma-informed approaches, including utilization of multitiered systems of support.

(iii) Recognition of the signs of the impact of secondary trauma on school employees and appropriate resources for school employees who are experiencing secondary trauma.

(iv) The school entity's policies regarding trauma-informed approaches.

(v) The school entity's policies regarding connecting students with appropriate services.

(2) Training shall be on evidence-based or evidence-informed programs that are tailored to the local community and reflect current best practices related to trauma-informed approaches.

(3) School employees required to undergo continuing professional education under section 1205.2 or 1205.5 shall receive credit toward the school employees' continuing professional education requirements if the training program has been approved by the Department of Education.

(4) The school entity shall make a reasonable effort to facilitate a time and location for school employees under this section to participate in the training during paid working hours or in-service training.

(b) As used in this section, the following words and phrases shall have the meanings given to them in this subsection:

"Evidence-based" shall have the meaning given in section 8101(21) of the Every Student Succeeds Act (Public Law 114-95, 129 Stat. 1802).

"School employee" shall have the meaning given to the term "professional employee" in section 1101(1).

"School entity" shall mean a public school, including a school district, charter school, cyber charter school, regional charter school, intermediate unit or area career and technical school, a private school or a nonpublic school.

Child Abuse Recognition and Reporting

Source: § 1205.6 (24 P.S. § 1205.6), added by the act of July 5, 2012 (P.L.1084, No.126)

Section 1205.6. Child Abuse Recognition and Reporting Training.

(a) School entities and independent contractors of school entities shall provide their employees who have direct contact with children with mandatory training on child abuse recognition and reporting. The following apply:

(1) Training shall address, but shall not be limited to, the following topics:

(i) Recognition of the signs of abuse and sexual misconduct and reporting requirements for suspected abuse and sexual misconduct in this Commonwealth.

(ii) Provisions of the act of December 12, 1973 (P.L.397, No.141), known as the "Professional Educator Discipline Act," including mandatory reporting requirements.

(iii) The school entity's policies related to reporting of suspected abuse and sexual misconduct.

(iv) Maintenance of professional and appropriate relationships with students.

(2) School entities and independent contractors may provide training through the Internet or other distance communications systems.

(3) Employees shall complete a minimum of three (3) hours of training every five (5) years.

(4) Employees required to undergo continuing professional education under section 1205.2 shall receive credit toward their continuing professional education requirements if the training program has been approved by the Department of Education in consultation with the Department of Public Welfare.

(b) Definitions.--As used in this section, the following words and phrases shall have the meanings given to them in this subsection unless the context clearly indicates otherwise:

"Abuse." Conduct that falls under the purview and reporting requirements of 23 Pa.C.S. Ch. 63 (relating to child protective services) and is directed toward or against a child or student, regardless of the age of the child or student.

"Direct contact with children." The possibility of care, supervision, guidance or control of children or routine interaction with children.

"School entity." A public school, charter school, cyber charter school, private school, nonpublic school, intermediate unit or area career and technical school.

"Sexual misconduct." Any act, including, but not limited to, any verbal, nonverbal, written or electronic communication or physical activity, directed toward or with a child or student that is designed to establish a romantic or sexual relationship with the child or student. Such acts include, but are not limited to:

(1) Sexual or romantic invitation.

(2) Dating or soliciting dates.

(3) Engaging in sexualized or romantic dialog.

(4) Making sexually suggestive comments.

(5) Self-disclosure or physical exposure of a sexual, romantic or erotic nature.

(6) Any sexual, indecent, romantic or erotic contact with the child or student.

Child Exploitation Awareness

Source: § 1527 (24 P.S. § 15-1527). Section added by the act of June 26, 2014 (P.L.779, No,71)

Section 1527. Child Exploitation Awareness Education.

(a) Beginning with the 2015-2016 school year, each school entity may:

(1) Develop an age-appropriate child exploitation awareness education program and incorporate such program into the school entity's existing curriculum for students in kindergarten through grade eight. In developing the program, the school entity may use the model curriculum developed by the department under subsection (b)(2).

(2) Include training in child exploitation awareness in the professional development plan submitted by the school entity to the secretary for approval pursuant to section 1205.1; provided that a school entity shall provide four (4) hours of such training every five (5) years for professional educators assigned to teach courses into which child exploitation awareness education has been incorporated under paragraph (1). Training under this paragraph may be used to satisfy a professional educator's continuing professional education requirement under section 1205.2. A school entity may use the materials made available by the department under subsection (b)(1) to conduct such training.

(b) The department, in consultation with at least one organization addressing child exploitation, shall:

(1) Develop a model child exploitation awareness curriculum, which may include materials already publicly available, and make such curriculum available to all school entities and, upon request, to nonpublic schools.

(2) Compile, develop and post on its publicly accessible Internet website recommended guidelines and educational materials for the training provided for under subsection (a)(2), which may include materials already publicly available.

(c) As used in this section, the following words and phrases shall have the meanings given to them in this subsection unless the context clearly indicates otherwise:

"Department." The Department of Education of the Commonwealth.

"Nonpublic school." A nonprofit school, other than a school entity, wherein a resident of this Commonwealth may legally fulfill the compulsory school attendance requirements of this act and which meets the requirements of Title VI of the Civil Rights Act of 1964 (Public Law 88-352, 78 Stat. 241).

"Professional educator." As defined in section 1205.2(o).

"School entity." A school district, joint school district, charter school, regional charter school, cyber charter school, intermediate unit or area career and technical school.

"Secretary." The Secretary of Education of the Commonwealth.

Bullying Prevention and Awareness

Source: §1303.1-A (24 P.S. § 13-1303.1-A) establishes the criteria for a school entity's policy of bullying, and the mandate for training is found in §1310-B set forth in the Safety and Security section of this document.

Section 1303.1-A. (24 P.S. § 1303.1-A) Policy Relating to Bullying.

(a) No later than January 1, 2009, each school entity shall adopt a policy or amend its existing policy relating to bullying and incorporate the policy into the school entity's code of student conduct required under 22 Pa. Code § 12.3(c) (relating to school rules). The policy shall delineate disciplinary consequences for bullying and may provide for prevention, intervention and education programs, provided that no school entity shall be required to establish a new policy under this section if one currently exists and reasonably fulfills the requirements of this section. The policy shall identify the appropriate school staff person to receive reports of incidents of alleged bullying.

(b) Each school entity shall make the policy available on its publicly accessible Internet website, if available, and in every classroom. Each school entity shall post the policy at a prominent location within each school building where such notices are usually posted. Each school entity shall ensure that the policy and procedures for reporting bullying incidents are reviewed with students within ninety (90) days after their adoption and thereafter at least once each school year.

(c) Each school entity shall review its policy every three (3) years and annually provide the office with a copy of its policy relating to bullying, including information related to the development and implementation of any bullying prevention, intervention and education programs. The information required under this subsection shall be attached to or made part of the annual report required under section 1303-A(b).

(d) In its policy relating to bullying adopted or maintained under subsection (a), a school entity shall not be prohibited from defining bullying in such a way as to encompass acts that occur outside a school setting if those acts meet the requirements contained in subsection (e)(1), (3) and (4). If a school entity reports acts of bullying to the office in accordance with section 1303-A(b), it shall report all incidents that qualify as bullying under the entity's adopted definition of that term.

(e) For purposes of this article, "bullying" shall mean an intentional electronic, written, verbal or physical act, or a series of acts:

- (1) directed at another student or students;
- (2) which occurs in a school setting;
- (3) that is severe, persistent or pervasive; and
- (4) that has the effect of doing any of the following:
 - (i) substantially interfering with a student's education;
 - (ii) creating a threatening environment; or
 - (iii) substantially disrupting the orderly operation of the school; and

"school setting" shall mean in the school, on school grounds, in school vehicles, at a designated bus stop or at any activity sponsored, supervised or sanctioned by the school.

Youth Suicide Prevention and Awareness

Source: § 1526 (24 P.S. 15-1526). Section added by the act of June 26, 2014 (P.L.779, No.71)

Section 1526. Youth Suicide Awareness and Prevention.

(a) Beginning with the 2015-2016 school year, each school entity shall:

(1) Adopt an age-appropriate youth suicide awareness and prevention policy consistent with subsection (c), inform each school entity employe and the parent or on the school entity's publicly accessible Internet website. The policy adopted legal guardian of each student enrolled in the school entity of such policy and post such policy by a school entity under this paragraph may be based upon the model policy developed by the department under subsection (b)(1).

(2) Include in the professional development plan submitted by the school entity to the secretary for approval pursuant to section 1205.1 four (4) hours of training in youth suicide awareness and prevention every five (5) years for professional educators in school buildings serving students in grades six through twelve. Training under this paragraph may be used to satisfy a professional educator's continuing professional education requirement under section 1205.2. A school entity may use the materials made available by the department under subsection (b)(2) to conduct such training.

(b) The department shall:

* * *

(2) Compile, develop and post on its publicly accessible Internet website the following, which may include materials already publicly available:

(i) Recommended guidelines and educational materials for the training required under subsection (a)(2).

(3) Develop a model youth suicide awareness and prevention curriculum and make such curriculum available to all school entities and, upon request, to nonpublic schools. A school entity may incorporate such curriculum into its existing instructional program pursuant to the school entity's youth suicide awareness and prevention policy.

(c) The model policy developed by the department under subsection (b)(1) and any policy adopted by a school entity under subsection (a)(1) shall include the following:

(1) A statement on youth suicide awareness and prevention.

(2) Protocols for administering youth suicide awareness and prevention education to staff and students.

(3) Methods of prevention, including procedures for early identification and referral of students at risk of suicide.

(4) Methods of intervention, including procedures that address an emotional or mental health safety plan for students identified as being at increased risk of suicide.

(5) Methods of responding to a student or staff suicide or suicide attempt.

(6) Reporting procedures.

(7) Recommended resources on youth suicide awareness and prevention programs, including current contact information for such programs.

(d) As used in this section, the following words and phrases shall have the meanings given to them in this subsection unless the context clearly indicates otherwise:

"Department." The Department of Education of the Commonwealth.

"Nonpublic school." A nonprofit school, other than a school entity, wherein a resident of this Commonwealth may legally fulfill the compulsory school attendance requirements of this act and which meets the requirements of Title VI of the Civil Rights Act of 1964 (Public Law 88-352, 78 Stat. 241).

"Professional educator." As defined in section 1205.2(o).

"School entity." A school district, joint school district, charter school, regional charter school, cyber charter school, intermediate unit or area career and technical school.

"Secretary." The Secretary of Education of the Commonwealth.

Health and Wellness

Cardiac Care

Several training mandates exist to address cardiac care concerns.

CPR Instruction

Source: § 1205.4 (24 P.S. § 12-1205.4), added by the act of November 22, 2000 (P.L.672, No. 91); § 1410 (24 P.S. § 14-1410) as amended July 2, 2014 (P.L.985, No.107); § 1425 (24 P.S. § 14-1425) (added by the act of (1425 added July 23, 2020 (P.L.695, No.73)

Section 1205.4. CPR Instruction.

(a) School entities shall be required to offer a cardiopulmonary resuscitation training (CPR) class on school premises at least once every three years. The course shall be offered as an option to all employees of the school entity.

(b) Completion of training, including testing of skills and knowledge, shall be documented by the signature and title of a representative of the training entity and shall include the date training was completed. Documentation shall be retained in the facility in that employee's file. Training shall be conducted by:

- (1) the American Red Cross;
- (2) the American Heart Association;
- (3) an individual certified to conduct CPR training by the American Red Cross, American Heart Association or other certifying agency approved by the Department of Health; or
- (4) other certifying agency approved by the Department of Health.

(c) School districts may include this training in the continuing education plan submitted by the district to the Department of Education under section 1205.1.

(d) For purposes of this section, a school entity shall be defined as a local school district, intermediate unit or area career and technical school.

Section 1410. Employment of School Health Personnel.

* * *

(b) A school nurse who is not CPR-certified by a Department of Health-approved certifying agency by July 1, 2014, shall complete CPR training within one (1) year. A person hired for a position as a school nurse after July 1, 2014, shall be CPR-certified or complete CPR certification through a Department of Health-approved certifying agency within one (1) year of the hire date. A school nurse shall complete CPR recertification within the time frame established by the approved certifying agency.

Section 1425. Sudden Cardiac Arrest and Electrocardiogram Testing.

* * *

(d) (1) Once each school year, a coach of an athletic activity shall complete the sudden cardiac arrest training course offered by a provider approved by the department.

(2) A coach of an athletic activity shall not coach the athletic activity until the coach completes the training course required under this subsection.

* * *

(h) As used in this section--

"Athletic activity" means all of the following:

(1) Interscholastic athletics.

(2) An athletic contest or competition, other than interscholastic athletics, that is sponsored by or associated with a school entity, including cheerleading, club-sponsored sports activities and sports activities sponsored by school-affiliated organizations.

(3) Noncompetitive cheerleading that is sponsored by or associated with a school entity.

(4) Practices, interschool practices and scrimmages for all of the activities listed under clauses (1), (2) and (3).

"Department" means the Department of Health of the Commonwealth.

"Interscholastic athletics" means as defined in section 1602-A.

"School entity" means as defined in section 1602-A.

Allergic Reactions

Source: § 1414.1 (24 P.S. § 14-1414.1) added by the act of November 30, 2004 (P.L.1471, No.187); § 1414.2 24 P.S. § 14-1414.2 added Oct. 31, 2014, P.L.2965, No.195); § 1414.9 (24 P.S. § 14-1414.9) added by the act of May 16, 2017 (P.L.5, No.2); § 1422.3 (24 P.S. § 14-1422.3) as amended Nov. 17, 2010 (P.L.996, No.104)

Section 1414.1. Possession and Use of Asthma Inhalers and Epinephrine Auto-Injectors.

(a) Each school entity shall develop a written policy to allow for the possession and self-administration by children of school age of asthma inhalers and epinephrine auto-injectors, and the prescribed medication to be administered thereby, in a school setting. The policy shall comply with section 504 of the Rehabilitation Act of 1973 (Public Law 93-112, 29 U.S.C. § 794) and 22 Pa. Code Ch. 15 (relating to protected handicapped students). The policy shall be distributed with the code of student conduct required under 22 Pa. Code § 12.3(c) (relating to school rules) and made available on the school entity's publicly accessible Internet website, if any.

* * *

(f) Within one hundred twenty (120) days of the effective date of this subsection, the Department of Health in coordination with the Department of Education shall provide technical assistance and resources and publish information on the Department of Health's publicly accessible Internet website regarding the administration of medication for allergies by persons employed by a school entity, including the following:

- (1) Proper use of epinephrine devices.
- (2) The importance of following the school entity's student services plan required under 22 Pa. Code § 12.41 (relating to student services) and its responsibilities to comply with section 504 of the Rehabilitation Act of 1973 (29 U.S.C. § 794) and 22 Pa. Code Ch. 15.
- (3) Recognition of the symptoms of a severe allergic reaction.
- (4) Requirements for proper access, storage and security of student medications.
- (5) Notification of appropriate persons following administration of medications.
- (6) Recordkeeping.

Section 1414.2. School Access to Emergency Epinephrine.

(a) Subject to subsection (g), a school entity or nonpublic school may authorize a trained school employe to:

- (1) provide an epinephrine auto-injector that meets the prescription on file for either the individual student or the school entity or nonpublic school to a student who is authorized to self-administer an epinephrine auto-injector;
- (2) administer to a student an epinephrine auto-injector that meets the prescription on file for either the individual student or the school entity or nonpublic school; and
- (3) administer an epinephrine auto-injector that meets the prescription on file for the school entity or nonpublic school to a student that the employe in good faith believes to be having an anaphylactic reaction.

* * *

(e) Individuals who are responsible for the storage and use of epinephrine auto-injectors must successfully complete a training program that shall be developed and implemented by the Department of Health within ninety (90) days of the effective date of this section.

* * *

(j) As used in this section, "school entity" means a school district, intermediate unit, charter school, cyber charter school, regional charter school or area career and technical school.

Section 1414.9. Administration of Epinephrine Auto-injectors by School Bus Drivers and School Crossing Guards.

The provisions of 42 Pa.C.S. §§ 8332 (relating to emergency response provider and bystander good Samaritan civil immunity) and 8337.1 (relating to civil immunity of school officers or employees relating to emergency care, first aid and rescue) shall apply to a school bus driver and a school crossing guard when all of the following apply:

(1) The school bus driver or school crossing guard administers an epinephrine auto-injector to a student in a manner consistent with the policies established by all of the following:

(i) the independent contractor that employs the school bus driver or school crossing guard, if the school bus driver or school crossing guard is employed by an independent contractor;

(ii) the school entity that has contracted with the independent contractor, if the school bus driver or school crossing guard is employed by an independent contractor; and

(iii) the school entity that employs the school bus driver or school crossing guard, if the school bus driver or school crossing guard is employed by a school entity.

(2) The school bus driver or school crossing guard has successfully completed a training program that shall be developed and implemented by the Department of Health. The Department of Health shall have ninety (90) days from the effective date of this section to develop and implement such a training program.

Section 1422.3. Duties of Department of Education.--The Department of Education shall, in order to promote initiatives regarding child health, nutrition, food allergy management and physical education:

(1) To every extent possible, include programs related to child health, nutrition, food allergy management and physical education as part of the continuing professional education courses, programs, activities or learning experiences required under section 1205.2(f).

* * *

(6) In collaboration with the advisory health councils created in section 1422, the department shall develop guidelines for managing life-threatening food allergies in schools which shall be published on the department's Internet website. The guidelines shall be published on the department's Internet website no later than January 31, 2011. The guidelines shall assist school districts in addressing the following:

* * *

(iv) The school district staff's role and necessary training in preventing exposure to specific allergens.

* * *

Food Safety

Source: 3 Pa.C.S. §§ 5707 and 5713

§ 5707. Powers of department [Department of Agriculture].

* * *

(b) Food service at schools and organized camps.--

(1) The department shall provide for the inspection of a food service at a school and for the training of school food service personnel in accordance with the standards applied to retail food facilities for schools located in areas in which the department is the licensor. Upon request, the department shall provide training to school food service personnel or inspections of a food service at a school located in areas in which the department is not the licensor.

* * *

§ 5713. School cafeterias and organized camps.

Officials of schools and organized camps shall cooperate with the department in the conduct of cafeteria health and safety inspections and shall participate in inspection services and training programs made available by the department in areas where the department is the licensor. Upon request, the department shall provide training to school or organized camp food service personnel or inspections of a food service at a school or organized camp located in areas in which the department is not the licensor.

Diabetes Care

Source: §§ 1414.3 and 1414.8 (24 P.S. §§ 14-1414.3 and 14-1414.8) added by the act of July 13, 2016 (P.L. 716, No.86).

Section 1414.3. Education of School Employes in Diabetes Care and Management.

(a) Within one hundred twenty (120) days of the effective date of this section, the Department of Health, in coordination with the Department of Education, shall establish educational modules and guidelines for the instruction of school employes in diabetes care and treatment and make the modules and guidelines available on its publicly accessible Internet website. The educational modules shall include instruction in a school entity's obligations under 22 Pa. Code § 12.41 (relating to student services) and its responsibilities to comply with section 504 of the Rehabilitation Act of 1973 (Public Law 93-112, 29 U.S.C. § 794), 22 Pa. Code Chs. 14 (relating to special education services and programs) and 15 (relating to protected handicapped students) and the Individuals with Disabilities Education Act (Public Law 91-230, 20 U.S.C. § 1400 et seq.). At a minimum, the educational modules shall include review of the responsibilities and instruction in:

- (1) An overview of all types of diabetes.
- (2) Means of monitoring blood glucose.
- (3) The symptoms and treatment for blood glucose levels outside of target ranges as well as symptoms and treatment for hypoglycemia, hyperglycemia and other potential emergencies.

(4) Techniques on administering glucagon and insulin.

(b) The school nurse, in consultation with the chief school administrator or a designee, may identify at least one school employe who is not the school nurse and who does not need to be a licensed health care practitioner in each school building attended by a student with diabetes. If the school building attended by a student with diabetes does not have a full-time school nurse, the chief school administrator may, but is not required to, consult with the school nurse assigned to that school building to identify at least one school employe in the school building. An identified employe shall complete the annual educational modules outlined in subsection (a) or annual education offered by a licensed health care practitioner with expertise in the care and treatment of diabetes that includes substantially the same information as outlined in subsection (a). An employe responsible for a child with diabetes in the absence of the school nurse shall have the right to decline the responsibility and related directives.

(c) A school employe who is not a licensed health care practitioner and who has successfully completed the education modules under subsection (a) or annual education offered by a licensed health care practitioner with expertise in the care and treatment of diabetes that includes substantially the same information as outlined in subsection (a) may be designated in a student's service agreement or IEP to administer diabetes medications, use monitoring equipment and provide other diabetes care. A school entity may require the designated employe who has not declined the assignment to complete the annual educational modules or annual education from a licensed health care practitioner, or both, in the administration of diabetes medications, use of monitoring equipment and provision of other diabetes care. Education provided to school employes shall be coordinated by the chief school administrator or a designee. School entities may include the education in the professional education plan submitted by the school entity to the Department of Education under section 1205.1.

(d) Notwithstanding any other statute or regulation restricting the functions that may be performed by persons other than licensed health care practitioners, school employes who have completed the education requirements under this section may perform diabetes care and treatment for students. School employes who are not licensed health care practitioners shall only be authorized to administer diabetes medications via injection or infusion following annual education by a licensed health care practitioner with expertise in the care and treatment of diabetes and following the school entity's receipt of written authorization from both the student's health care practitioner and parent or guardian that an educated school employe, who is not a licensed health care practitioner, may administer specified medications.

(e) For purposes of this section, "school entity" means a school district, intermediate unit, area career and technical school, charter school or cyber charter school.

Section 1414.8. Diabetes Care in Nonpublic Schools.

(a) A nonpublic school may comply with the education of school employes and provision of diabetes-related care to a student with diabetes required under sections 1414.3, 1414.4 and 1414.5. A written education plan that outlines the aids and related services required to meet the academic needs of the student with diabetes may take the place of a service agreement for a student with diabetes attending a nonpublic school unless a service agreement is otherwise required under law or regulation.

* * *

Brain Injuries and Concussions

Source: Act of November 9, 2011 (P.L. 411, No.101), 24 P.S. § 5321 et seq., the Safety in Youth Sports Act.

Section 3. Concussions and traumatic brain injuries.

(a) Educational materials.--The Department of Health and the Department of Education shall develop and post on their Internet websites guidelines and other relevant materials to inform and educate students participating in or desiring to participate in an athletic activity, their parents and their coaches about the nature and risk of concussion and traumatic brain injury, including the risks associated with continuing to play or practice after a concussion or traumatic brain injury. In developing the guidelines and materials, the departments shall utilize existing materials developed by the Centers for Disease Control and Prevention. A student participating in or desiring to participate in an athletic activity and the student's parent or guardian shall each school year, prior to participation by the student in an athletic activity, sign and return to the student's school an acknowledgment of receipt and review of a concussion and traumatic brain injury information sheet developed under this subsection.

* * *

(e) Training course.--Once each school year, a coach shall complete the concussion management certification training course offered by the Centers for Disease Control and Prevention, the National Federation of State High School Associations or another provider approved by the Department of Health. A coach shall not coach an athletic activity until the coach completes the training course required under this subsection.

* * *

Alcohol, Chemical and Tobacco Abuse Program

Source: § 1547 (24 P.S. § 15-1547) added by the Jul. 10, 1986, (P.L.1270, No.117) and most recently amended by the Act of Nov. 6, 2017 (P.L. 1142, No. 55)

Section 1547. Alcohol, Chemical and Tobacco Abuse Program.

(a) Beginning with school year 1991-1992 and each year thereafter, each public school student shall receive mandatory instruction in alcohol, chemical and tobacco abuse in every year in every grade from kindergarten through grade twelve. The instruction shall be integrated within the health course of study required in accordance with the State Board of Education regulations. In grades where health is offered, instruction may also be integrated into other appropriate courses of study. In grades where health is not offered, instruction shall be integrated into an appropriate curriculum requirement as listed in 22 Pa. Code §§ 4.21 (relating to elementary education: primary and intermediate levels), 4.22 (relating to middle level education) and 4.23 (relating to high school education).

(1) This instruction:

(i) Shall be age appropriate.

- (ii) Shall be sequential in method of study.
- (iii) Shall discourage the use of alcohol, tobacco and controlled substances.
- (iv) Shall communicate that the use of illicit drugs and the improper use of legally obtained drugs is wrong.

(2) School districts may utilize any appropriate public or private materials, personnel and other resources in developing and implementing this program of instruction. The Department of Health and the Department of Drug and Alcohol Programs, jointly, shall make available information about appropriate curriculum materials upon request of a school district. In developing its alcohol, chemical and tobacco abuse instructional program, each school district shall consult with the single county authority designated by the Department of Drug and Alcohol Programs to provide drug and alcohol services in the school district's area.

(a.1) Beginning with the 2018-2019 school year, for students in grades six through twelve, the instruction required under subsection (a) shall include instruction related to the prevention of opioid abuse, with an emphasis on the prescription drug epidemic and the connection between prescription opioid abuse and addiction to other drugs, including heroin. Not later than the beginning of the 2018-2019 school year, the Department of Education, the Department of Health and the Department of Drug and Alcohol Programs shall develop, jointly, a model curriculum for this purpose and each department shall post the model curriculum on its publicly accessible Internet website. The model curriculum developed under this subsection shall be revised when necessary to ensure that the model curriculum provides the most current information. In providing the instruction required under this subsection, a school district may, but shall not be required to, use the model curriculum.

* * *

(d) The following apply:

(1) Beginning with the 1991-1992 school year and each year thereafter, the Secretary of Education, in consultation with the Secretary of Health and the Secretary of Drug and Alcohol Programs, shall make available, to all school districts and intermediate units, in-service training programs based upon the instruction requirements established in subsection (a) and the curriculum guidelines established in subsection (c). The programs shall provide preparation for the teaching of mandated instruction in alcohol, chemical and tobacco abuse. The in-service programs may utilize the single county authorities designated by the Department of Drug and Alcohol Programs or such other institutions, agencies or persons as the Secretary of Education or the Secretary of Health deems appropriate.

(2) Beginning with the 2018-2019 school year, the Department of Education, the Department of Health and the Department of Drug and Alcohol Programs shall develop, jointly, and shall make available to all school districts and nonpublic schools in-service training programs based upon the instruction requirements established under subsection (a.1) and the model curriculum developed under subsection (a.1). The in-service training programs developed under this subsection shall be revised when necessary to ensure that the in-service training programs provide the most current information.

(e) The following apply:

(1) Beginning with the 1991-1992 school year, each school district shall provide, as part of its in-service training, programs on alcohol, drugs, tobacco and dangerous controlled substances for all instructors whose teaching responsibilities include courses of study in which mandated instruction concerning alcohol, chemical and tobacco abuse is integrated. To comply with this

requirement, a school district may utilize the programs made available by the Department of Education or use other alternative programs.

(2) Beginning with the 2018-2019 school year and every three (3) years thereafter, each school district shall provide, as part of its in-service training, programs based upon the instruction requirements established under subsection (a.1) for all instructors whose teaching responsibilities include courses of study in which such mandated instruction is integrated. To comply with this requirement, a school district may utilize the in-service training programs made available under subsection (d)(2).

(f) The governing board of each intermediate unit in which a nonpublic school is located shall have the authority and the duty to loan to all students attending nonpublic schools within the intermediate unit all educational materials developed by the Department of Education, the Department of Health or the Department of Drug and Alcohol Programs, pursuant to this act for the instruction of public school students on the nature and effects of drugs, alcohol, tobacco and dangerous controlled substances. Local school boards need not expend funds which are not provided by either the Federal or State Government for drug education programs for the use or loan of these materials. A nonpublic school may utilize the in-service training programs made available by the Department of Education through the intermediate unit.

* * *

(g.1) Beginning in the 2018-2019 school year, and each school year thereafter, professional educators who complete in-service training under this section may apply such in-service training toward their continuing professional education requirements under section 1205.2.

* * *

Human Resources

Workplace Safety Committee

Source: § 223 (24 P.S. § 2-223). Section added by the act of June 20, 2011 (P.L.112, No. 24).

Each school district board of directors is mandated to create a certified safety committee for worker's compensation purposes. The committee is comprised of an equal number of applicant-employers and employee representatives. Training for the members of the committee is provided for in Department of Labor and Industry regulations.

Section 223. Certified Safety Committees

(a) The board of directors of each school district shall take such steps as necessary in order to have or maintain a certified safety committee by June 30, 2011, or the effective date of this section, whichever occurs later, for the purposes of section 1002(b) of the act of June 2, 1915 (P.L.736, No.338), known as the "Workers' Compensation Act."

(b) The Department of Labor and Industry shall provide the Department of Education with the list of school districts that have certified safety committees.

(c) In the case of a school district that does not submit evidence to the Department of Education that complies with this section, the Department of Education shall deduct from any

allocation from the Commonwealth to which the school district is entitled the amount of the discount the school district would otherwise receive under section 1002(b) of the "Workers' Compensation Act."

(d) This section shall not apply to a school district that cannot receive a premium discount under section 1002(b) of the "Workers' Compensation Act," or an equivalent reduction in contribution rates, by establishing and maintaining a certified safety committee because it is authorized to self-insure its liabilities under section 305 of the "Workers' Compensation Act" or pool its liabilities under section 802 of the "Workers' Compensation Act."

34 Pa. Code § 129.1006. Committee member training.

(a) The applicant-employer shall, itself or through its insurer, provide adequate, annual training programs for each committee member listed in the application.

(b) Annually required committee member training shall at a minimum address:

(1) Hazard detection and inspection.

(2) Accident and illness prevention and investigation (including substance abuse awareness and prevention training), safety committee structure and operation.

(3) Other health and safety concerns specific to the business of the applicant-employer.

(c) Prior to submitting an application to the Bureau and annually thereafter, all committee members shall receive training in the topics listed in subsection (b) from individuals who meet Bureau requirements for accident and illness prevention services providers as defined in Subchapter E (relating to accident and illness prevention services providers requirements) or who have been recognized by the Bureau as qualified trainers.

(d) Applicant-employers are responsible for providing verification of trainer qualifications to the Bureau and supplying, as necessary, documentation supporting individual trainer qualifications.

(e) The applicant-employer shall maintain written records of safety committee training including:

(1) The names of committee members trained.

(2) The dates of training.

(3) The training time period.

(4) The training methodology.

(5) The names and credentials of personnel conducting the training.

(6) The names of training organizations sponsoring training, if applicable.

(7) The training location.

(8) The training topics.

Safety and Security

Most school safety and security mandates are found in five articles of the 1949 Act.

Safe Schools

Source: Article XIII-A was added to the 1949 Act by the act of June 30, 1995 (P.L.220, No.26) and created the Office of Safe Schools. Training for positive behavior support was amended into the act by the act of Nov. 17, 2010 (P.L. 996, No. 104) at §1302-A (24 P.S. 13-1302-A).

Section 1302-A. Office for Safe Schools.

(a) There is hereby established in the Department of Education an Office for Safe Schools.

* * *

(c) In addition to the powers and duties set forth under subsection (b), the office is authorized to make targeted grants to school entities, and to intermediate units on behalf of nonpublic schools, to fund programs which address school violence, including:

* * *

(16) Staff training programs in the use of positive behavior supports, de-escalation techniques and appropriate responses to student behavior that may require immediate intervention.

22 Pa. Code § 14.133 Positive behavior support.

(a) Positive, rather than negative, measures must form the basis of behavior support programs to ensure that all students and eligible young children shall be free from demeaning treatment, the use of aversive techniques and the unreasonable use of restraints. Behavior support programs must include research based practices and techniques to develop and maintain skills that will enhance an individual student's or eligible young child's opportunity for learning and self-fulfillment. Behavior support programs and plans must be based on a functional assessment of behavior and utilize positive behavior techniques. When an intervention is needed to address problem behavior, the types of intervention chosen for a particular student or eligible young child shall be the least intrusive necessary. The use of restraints is considered a measure of last resort, only to be used after other less restrictive measures, including de-escalation techniques, in accord with subsection (c)(2).

* * *

(f) School entities have the primary responsibility for ensuring that positive behavior support programs are in accordance with this chapter, including the training of personnel for the use of specific procedures, methods and techniques, and for having a written policy and procedures on the use of positive behavior support techniques and obtaining parental consent prior to the use of restraints or intrusive procedures as provided in subsection (c).

School Safety and Security

Article XIII-B (School Safety and Security) was added by the act of June 22, 2018 (P.L.327, No.44). The School Safety and Security Committee was established in the Pennsylvania Commission on Crime and Delinquency and administers the grant program established under § 1306-B (24 P.S. § 13-1306-B).

Section 1306-B. School Safety and Security Grant Program.

(a) Establishment.--The School Safety and Security Grant Program is established to make school entities within this Commonwealth safer places.

* * *

(j) Specific purposes.--The committee shall provide grants to school entities for programs that address safety and security, including:

* * *

(6) Risk assessment, safety-related, violence prevention curricula, including dating violence curricula, restorative justice strategies, mental health early intervention, self-care and suicide awareness and prevention curricula.

* * *

(9) Training to undertake a districtwide assessment of risk factors that increase the likelihood of problem behaviors among students.

* * *

(14) Provision of specialized staff and student training programs, including training for Student Assistance Program team members in the referral of students at risk of violent behavior to appropriate community-based services and behavioral health services and training related to prevention and early intervention.

(15) Counseling services for students, including costs associated with the training and compensation of mental health staff or expanding contracts with mental health providers that provide support to students in a school setting.

* * *

(17) Staff training programs in the use of positive behavior supports, de-escalation techniques, appropriate responses to student behavior that may require immediate intervention and trauma-informed treatment for mental health providers in schools.

(18) Costs associated with the training and compensation of school resource officers and school police officers.

(19) Costs associated with the training and compensation of certified school counselors, licensed professional counselors, licensed social workers, licensed clinical social workers and school psychologists.

* * *

(21) Trauma-informed approaches to education, including:

(i) Increasing student and school employee access to quality trauma support services and behavior health care, including the following:

* * *

(D) Training on youth-focused mental health first aid for school employees to help recognize signs of mental health distress in students.

* * *

(ii) Programs providing:

(A) Trauma-informed approaches to education in the curriculum, including training of school employees, school directors and behavioral health professionals to develop safe, stable and nurturing learning environments that prevent and mitigate the effects of trauma.

* * *

(23) The implementation of Article XIII-E.

* * *

(27) Training and related materials for school employees or students that are evidence-based and focus on identifying the signs and signals of anxiety, depression, suicide or self-harm in students and best practices for seeking appropriate mental health assistance.

* * *

School Safety and Security Coordinator

Source; § 1309-B (24 P.S. § 13-1309-B) was added by the act of June 22, 2018 (P.L.327, No.44). The section was by the act of July 8, 2022 (P.L.620, No.55) and the act also added § 13-1316-B) to provide further detail on the training requirement.

Section 1309-B. School safety and security coordinator.

(a) Appointment.--The chief school administrator of a school entity shall appoint a school administrator as the school safety and security coordinator for the school entity. The appointment shall be made not later than August 31, 2018.

(a.1) Deadline for appointment and vacancies.--

(1) Within 30 days of the effective date of this subsection, the chief school administrator of a school entity shall ensure the school entity has appointed a school administrator as the school safety and security coordinator for the school entity.

(2) Whenever a vacancy in a school entity's school safety and security coordinator occurs, the chief school administrator of a school entity shall, within 30 days of the vacancy, appoint a new school safety and security coordinator in accordance with this section.

(a.2) Submission.--A school entity shall submit to the committee the name and contact information for a chief school administrator appointed as a school safety and security coordinator within 30 days of the appointment.

* * *

(c) Specific duties.--The school safety and security coordinator shall:

* * *

(2) Coordinate training and resources for students and school entity staff in matters relating to situational awareness, trauma-informed approaches, behavioral health awareness, suicide and bullying awareness, substance abuse awareness and emergency procedures and training drills, including fire, natural disaster, active shooter, hostage situation and bomb threat.

* * *

(d) Training required.--

(1) School administrators appointed as school safety and security coordinators shall complete the training required under section 1316-B within one year from the time the first trainings that meet the criteria are posted by the committee.

(2) School administrators appointed as safety and security coordinators after trainings are posted shall complete the training within one year of appointment.

Section 1316-B. School safety and security coordinator training.

(a) Establishment.--No later than September 30, 2022, the committee shall develop required training criteria for a school safety and security coordinator. At a minimum, the training shall include:

(1) Physical assessments and physical security.

(2) Emergency preparedness.

(3) Leadership.

(4) Coordination and communication with law enforcement and emergency personnel.

(5) Appropriate staffing.

(6) Situational awareness.

(7) Trauma-informed approaches.

(8) Behavioral health awareness.

(9) Suicide and bullying awareness.

(10) Substance use disorder awareness.

(11) Emergency procedures and training drills, including fire, natural disaster, active shooter, hostage situation and bomb threats.

(b) Required training.--The committee shall adopt the required training hours for the training developed under subsection (a). The committee may not require more than seven hours of training for the school safety and security coordinator annually. The training shall be in addition to other training requirements for school administrators.

(c) Training.--The committee shall make the training criteria developed under this section available to school administrators and groups, organizations or providers. A group, organization or provider that provides the training to school safety and security coordinators shall, at a minimum, meet the standards adopted by the committee.

(d) Review.--The committee shall review and update, if necessary, the training criteria established under subsection (a) not less than every three years. If the committee updates the training criteria, the committee shall provide the criteria to school administrators and groups, organizations or providers.

(e) Funding.--The amount of money under section 1306-B(h)(9)(iii) shall be used by the committee to provide training as required under this section. No less than four percent of the money available for use by the committee under this section shall be used to support the program in section 1303-D.

School Safety and Security Training for School Employees

Source: § 1310-B (24 P.S. § 13-1310-B), added by the act of June 22, 2018 (P.L.327, No.44) and amended by the acts of June 28, 2019 (P.L. 146, No.18), and July 8, 2022 (P.L., No.55). The 2022 act also added additional training standards for school administrators.

§1310-B (24 P.S. § 13-1310-B). School safety and security training.

(a) School entity duties.--School entities shall provide their employees with mandatory training on school safety and security subject to the following based on the needs of the school entity:

(1) Training shall address any combination of one or more of the following, based on the needs of the school entity:

- (i) Situational awareness.
- (ii) Trauma-informed approaches.
- (iii) Behavioral health awareness.
- (iv) Suicide and bullying awareness.
- (v) Substance use awareness.
- (vi) (Repealed 2022).

(1.1) Annually, training shall address the following:

(i) Emergency training drills, including fire, natural disaster, active shooter, hostage situation and bomb threat.

(ii) Identification or recognition of student behavior that may indicate a threat to the safety of the student, other students, school employees, school facilities, or the community.

(2) Except for training under paragraph (1.1)(i), training may be provided through the Internet or other distance communication systems. Training under paragraph (1.1)(i) shall be conducted in person.

(3) Employees shall complete a minimum of two hours of training under paragraph (1) every year. Employees shall complete a minimum of one hour of training under paragraph (1.1) every year.

(4) Employees required to undergo continuing professional education under section 1205.2 shall receive credit toward their continuing professional education requirements.

(5) Training shall comply with the minimum standards adopted by the committee under subsection (b).

(b) Committee duties.--No later than September 30, 2022, the committee shall develop and adopt minimum standards for training of school employees for each of the training topics under subsection (a)(1) and (1.1). The committee shall make the standards adopted available to school entities and provide geographically disbursed training to school employees at no cost that meets the standards adopted by the committee. The committee may approve groups, organizations or other entities to provide the training.

(c) Review.--Not less than every three years, the committee shall review the standards adopted under subsection (b) and, if necessary, revise or update the standards. Whenever a revision or update to the standards is made under this subsection, the committee shall make the updated standards available to school entities.

Section 1317-B. School safety and security training in educator, administrator and supervisory preparatory programs.

The standards developed by the department as required by 22 Pa. Code § 49.14 (relating to approval of institutions and alternative program providers) for an approved educator preparation program or approved alternative program, or for an approved program of graduate study or an approved alternative program for the preparation of supervisors or chief school administrators, shall include a minimum of three semester hours or their equivalent of instruction which incorporates the subjects of training listed under section 1310-B(1)(i) through (v) and as approved by the committee for candidates who begin a Pennsylvania preparation program or alternate program after July 1, 2025.

School Security

Article XIII-C was added to the act of June 22, 2018 (P.L.327, No.44). This article of the 1949 Act address duties of school police officers, school resource officers, and school security guards. School police officers and security guards may be employees of the school entity, independent contractors, or engaged through a third-party vendor; school resource officers are employed by local law enforcements agencies who are stationed at a school entity or nonpublic school. § 1301-C (24 P.S. § 13-1301-C) defines all of these personnel.

Section 1301-C. Definitions.

The following words and phrases when used in this article shall have the meanings given to them in this section unless the context clearly indicates otherwise:

"Commission." The Pennsylvania Commission on Crime and Delinquency.

"Department." The Department of Education of the Commonwealth.

"Independent contractor." An individual, including a retired Federal agent or retired State, municipal or military police officer or retired sheriff or deputy sheriff, whose responsibilities, including work hours, are established in a written contract with a school entity or a nonpublic school for the purpose of performing school security services.

"School entity." A school district, intermediate unit, area career and technical school, charter school or private residential rehabilitative institution. (Def. amended Oct. 30, 2019, P.L.460, No.76)

"School police officer." Any of the following:

- (1) A law enforcement officer employed by a school entity or nonpublic school whose responsibilities, including work hours, are established by the school entity or nonpublic school.
- (2) An independent contractor or an individual provided through a third-party vendor who has been appointed under section 1302-C.

"School resource officer." A law enforcement officer commissioned and employed by a law enforcement agency whose duty station is located in a school entity or nonpublic school and whose

stationing is established by an agreement between the law enforcement agency and the school entity or nonpublic school. The term includes an active certified sheriff or deputy sheriff whose stationing in the school entity or nonpublic school is established by a written agreement between the county, the sheriff's office and the school entity or nonpublic school.

"School security guard." An individual employed by a school entity, nonpublic school or a third-party vendor or an independent contractor who is assigned to a school for routine safety and security duties and has not been granted powers under section 1306-C(a)(3) or (b).

"School security personnel." School police officers, school resource officers and school security guards.

"Third-party vendor." A company or entity approved by the Office for Safe Schools under section 1302-A(b)(8) or the commission under section 1315-C(2) that provides school security services.

School Police Officer Training

Source: § 1305-C (24 P.S. § 13-1305(c))

Section 1305-C. Training.

(a) General rule.--A school police officer who has been granted powers under section 1306-C(a)(3) or (b) or has been authorized to carry a firearm must, before entering upon the duties of the office, satisfy the following:

(1) Successfully complete basic training as required by the Municipal Police Officers' Education and Training Commission under 53 Pa.C.S. Ch. 21 Subch. D (relating to municipal police education and training) or has graduated from the Pennsylvania State Police Academy, has been employed as a State trooper with the Pennsylvania State Police and has separated from that service in good standing.

(2) (i) Successfully complete the Basic School Resource Officer Course offered by the National Association of School Resource Officers or an equivalent course of instruction approved by the commission.

(ii) A school police officer who is employed or contracted by a school entity or nonpublic school before September 2, 2019, shall have until the beginning of the 2020-2021 school year to complete the instruction.

(b) In-service training.--Notwithstanding any other provision of law, a school police officer shall also attend annual in-service training approved by the Municipal Police Officers' Education and Training Commission under 53 Pa.C.S. Ch. 21 Subch. D.

School Security Guard Training

Source: § 1314-C (24 13-1314-C)

Section 1314-C. School security guards.

(a) Scope of services.--A school security guard may provide the following services as determined by the school entity or nonpublic school:

- (1) School safety support services.
 - (2) Enhanced campus supervision.
 - (3) Assistance with disruptive students.
 - (4) Monitoring visitors on campus.
 - (5) Coordination with law enforcement officials, including school police officers and school resource officers.
 - (6) Security functions which improve and maintain school safety.
- (b) Training.--The following shall apply:
- (1) Prior to entering upon the duties of the office, a school security guard shall successfully complete the Basic School Resource Officer Course offered by the National Association of School Resource Officers or an equivalent course of instruction approved by the commission.
 - (2) An unarmed school security guard who is employed or contracted by a school entity or nonpublic school before September 2, 2019, shall have until the beginning of the 2020-2021 school year to complete the instruction.
 - (3) An armed school security guard who is employed or contracted by a school entity or nonpublic school before September 2, 2019, shall have until February 28, 2020, to complete the instruction under paragraph (1) unless an extension is approved through the following process:
 - (i) The governing body of a school entity or nonpublic school may approve an extension of the deadline specified in this paragraph for armed school security guards to complete the required instruction due to a hardship in complying with the deadline. The deadline may be extended to no later than the beginning of the 2020-2021 school year. The following shall apply:
 - (A) The governing body must determine that complying with the instruction deadline would present a hardship for the school entity or nonpublic school.
 - (B) The governing body of a school entity which is subject to 65 Pa.C.S. Ch. 7 (relating to open meetings) may discuss the issue of a hardship extension in executive session, except that approval of the hardship extension must occur at a public meeting.
 - (C) The school entity or nonpublic school shall submit the approved hardship extension to the Office of Safe Schools within the department not later than 15 days from the date of approval. Any documentation submitted under this clause may not be subject to the act of February 14, 2008 (P.L.6, No.3), known as the Right-to-Know Law.
 - (ii) For the purposes of this section, a hardship shall include any of the following:
 - (A) Increased risk to students, staff or visitors due to the absence of school security guards while school is in session because of compliance with the instruction deadline.
 - (B) Deployment or active military service, illness, family emergency, death in the immediate family or other approved leave of absence which would prevent school security guards from complying with the instruction deadline.
 - (c) Armed school security guards.--A school entity or nonpublic school may employ or contract with an independent contractor or a third-party vendor under section 1311-C for an armed school security guard if all of the following conditions are met:
 - (1) Except as set forth in subsection (d) or (e), the school security guard is licensed under 18 Pa.C.S. Ch. 61 Subch. A (relating to Uniform Firearms Act).
 - (2) Except as set forth in subsection (d) or (e), the school security guard has successfully completed and is currently certified under the act of October 10, 1974 (P.L.705, No.235), known as the Lethal Weapons Training Act.
 - (3) The school security guard has completed the instructional requirements under subsection (b).

(4) The school security guard has satisfied the requirements under sections 111 and 111.1 and 23 Pa.C.S. § 6344 (relating to employees having contact with children; adoptive and foster parents).

(d) Active law enforcement officers.--Active law enforcement officers shall be exempt from the training requirements for school security guards under subsection (c)(1) and (2) upon presentation to the school entity or nonpublic school of evidence of their completion of the training requirements under 53 Pa.C.S. Ch. 21 Subch. D (relating to municipal police education and training).

(e) Retired law enforcement officers.--A retired law enforcement officer shall be exempt from the training requirements for school security guards under subsection (c)(1) and (2) if the retired officer:

(1) complies with section 8.1 of the Lethal Weapons Training Act; or

(2) has been issued a firearm training and qualification card under section 5 of the act of December 13, 2005 (P.L.432, No.79), known as the Retired Law Enforcement Identification Act.

Independent contractors and third-party vendors serving as school police officer or school security guard

Section 1311-C. Independent contractors and third-party vendors.

(a) General rule.--Notwithstanding section 1310-C, a school entity or nonpublic school may contract with an independent contractor or third-party vendor to provide school police officer or school security guard services under this article.

(b) School police officer services.--

(1) Prior to performing services for a school entity or nonpublic school, an independent contractor or an individual provided through a third-party vendor shall complete the training required under section 1305-C.

* * *

(c) School security guard services.--

(1) Prior to performing services for a school entity or nonpublic school, an independent contractor or an individual provided through a third-party vendor shall complete the training required under section 1314-C(b), if applicable.

* * *

School Resource Officers

Source: § 1313-C (24-13-1313-C).

Section 1313-C. School resource officers.

(a) Powers and duties.--A school entity or nonpublic school may confer the following powers and duties upon school resource officers:

- (1) To assist in the identification of physical changes in the environment which may reduce crime in or around the school.
- (2) To assist in developing school policy which addresses crime and to recommend procedural changes.
- (3) To develop and educate students in crime prevention and safety.
- (4) To train students in conflict resolution, restorative justice and crime awareness.
- (5) To address crime and violence issues, gangs and drug activities affecting or occurring in or around a school.
- (6) To develop or expand community justice initiatives for students.
 - (a.1) Training.--
 - (1) Prior to entering upon the duties of the office, a school resource officer shall successfully complete the Basic School Resource Officer Course offered by the National Association of School Resource Officers or an equivalent course of instruction approved by the commission.
 - (2) A school resource officer who is stationed in a school entity or nonpublic school before September 2, 2019, shall have until the beginning of the 2020-2021 school year to complete the instruction.
- (b) Intergovernmental agreements for school resource officers.--
 - (1) The board of school directors of a school district may enter into agreements with other political subdivisions to provide for school resource officers, subject to the statutory authority of school resource officers.
 - (2) The board of school directors may use school funds to share costs with municipalities and counties for such expenses as benefits and salaries of school resource officers.
 - (3) School resource officers are not required to be employees of the school district and may be employees of other political subdivisions.

Safe2Say Program

Article XIII-D (24 P.S. § 13-1301-D et seq.) was added to the 1949 Act by the act of June 22, 2018 (P.L.327, No.44) to create the Safe2Say Program within the state Attorney General's office to encourage and process reports of potential school violence, particularly gun violence.

Section 1303-D. Safe2Say Program.

- (a) Establishment.--The Safe2Say Program is established within the office.
- (b) Administration.--The Attorney General shall:
 - (1) administer the program pursuant to the requirements under subsection (c); and
 - (2) promulgate regulations and adopt all guidelines necessary for the establishment of the program and administration of this article, in consultation with Statewide organizations.
- (c) Program requirements.--Beginning January 14, 2019, the program shall be responsible for the following:

* * *

 - (7) To train or provide instruction to individuals, including, but not limited to, emergency dispatch centers and school entities, on appropriate awareness and response to the program.
 - (8) To provide program awareness and education materials to school entities.

(9) To, in consultation with the Department of Education, establish guidelines school entities may utilize to respond to a report received from the program.

(10) To work with school entities, local law enforcement agencies and organizations to identify each person to whom a report from the program will be sent.

(d) School entity.--Each school entity shall develop procedures for assessing and responding to reports received from the program.

Threat Assessment

Article XIII-E (24 P.S. § 13—1301-E et seq.) was added by the act of June 28, 2019 (P.L.146, No.18) and § 1302-E (24 P.S. § 13-1302-E) was amended by the act of July 8, 2022 (P.L.620, No.55).

Section 1302-E (24 P.S. § 13-1302-E). Threat assessment teams.

(a) Duties of school entities and chief school administrators.

(1) A school entity shall establish at least one team as provided under subsection (b) for the assessment of and intervention with students whose behavior may indicate a threat to the safety of the student, other students, school employees, school facilities, the community or others.

(2) The chief school administrator or a designee, after consultation with the school entity's safety and security coordinator, shall:

(i) Appoint the members of the team and designate a member to serve as team leader.

(ii) Ensure and establish procedures for the implementation of this section.

(iii) Annually facilitate opportunities for members of the team to complete group or individual training consistent with nationally recognized best practices during paid working hours or as in-service training.

* * *

(b) Team requirements.--The following shall apply to teams established under subsection (a):

(1) Each team shall:

(i) Include individuals with expertise in:

(A) School health.

(B) Counseling, school psychology or social work.

(C) Special education.

(D) School administration.

(ii) Include:

(A) The school safety and security coordinator appointed under section 1309-B or a designee.

(B) Other school staff or community resources who may serve as regular team members or be consulted during the threat assessment process, as appropriate, and as determined necessary by the team, including:

(I) School security personnel.

(II) Law enforcement agency representation.

(III) Behavioral health professionals.

(IV) The individual identified by the school entity to receive reports from the Safe2Say Program.

(V) An individual who serves on the student assistance program.

(VI) Juvenile probation professionals.

(iii) Have a designated leader.

(iv) Be responsible, at a minimum, for the following:

* * *

(B) Making informational materials available to school employees regarding recognition of threatening or at-risk behavior that may present a threat to the student, other students, school employees, school facilities, the community or others and how to report their concerns, including through the Safe2Say Program.

* * *

(vi) Undergo training which shall address, at a minimum, the following:

(A) Responsibilities of team members.

(B) The process of identifying, reporting, assessing, responding to and intervening with threats, including identifying and avoiding racial, cultural or disability bias.

(C) Confidentiality requirements under Federal and State law.

(2) The training required under this section shall be credited toward a professional educator's continuing professional education requirement under section 1205.2, any staff development requirements for paraprofessionals under 22 Pa. Code § 14.105 (relating to personnel), a school or system leader's continuing professional education requirement under section 1205.5 and the school safety and security training required under section 1310-B.

* * *

Section 1303-E. Threat assessment guidelines, training and information materials.

(a) Duties of committee.--No later than 180 days from the effective date of this section, the committee shall:

(1) Research, develop and publish best practices in implementing this article.

(2) Develop and offer, at no charge to school entities through the Internet or other distance communications systems, all of the following:

(i) A model training program for members of teams that may be used and adapted by school entities and team members to meet the requirements of section 1302-E(b)(1).

(ii) A model training program for school employees, other than members of teams, that may be used and adapted by school entities to meet the requirements of section 1310-B(1).

(3) Develop model procedures and guidelines that school entities may use in implementing this article. The model procedures and guidelines shall, at a minimum:

(i) Establish standard definitions and terminology.

(ii) Reflect best practices in identifying, reporting, assessing and responding to threats, including threats reported through the Safe2Say Program, and coordinating with stakeholders.

(iii) Provide for flexibility and local decision-making and recognize the differing levels of available resources in each school entity.

(iv) Be posted on the Pennsylvania Commission on Crime and Delinquency's publicly accessible Internet website.

(4) Comply with Federal and State student record confidentiality laws and regulations.

(5) Provide guidance to teams for communications and coordination with student assistance program and individualized education program teams.

(6) Annually review school entity threat assessment reports and use them when developing the requirements under this subsection.

(7) Annually review the training programs, informational materials and model procedures and guidelines and make updates or revisions as necessary.

(8) Notify school entities when the training programs, informational materials, model procedures and guidelines become available or are updated or revised.

Emergency Drills and Evacuations

Source: § 1517 (24 P.S. § 15-1517), as amended by the act of November 6, 2017 (P.L. 1142, No. 55) and § 1518 (24 P.S. § 15-1518)

§ 1517. Fire and Emergency Evacuation Drills.

(a) Except as provided under subsection (a.1), in all school buildings of school entities where fire-escapes, appliances for the extinguishment of fires, or proper and sufficient exits in case of fire or panic, either or all, are required by law to be maintained, fire drills shall be periodically conducted, not less than one a month, by the teacher or teachers in charge, under rules and regulations to be promulgated by the chief school administrator under whose supervision such school entities are. In such fire drills the pupils and teachers shall be instructed in, and made thoroughly familiar with, the use of the fire-escapes, appliances and exits. The drill shall include the actual use thereof, and the complete removal of the pupils and teachers, in an expeditious and orderly manner, by means of fire-escapes and exits, from the building to a place of safety on the ground outside.

(a.1) Within ninety (90) days of the commencement of the school year after the effective date of this subsection and within ninety (90) days of the commencement of each school year thereafter, each school entity shall conduct one school security drill per school year in each school building in place of a fire drill required under subsection (a). After ninety (90) days from the commencement of each school year, each school entity may conduct two school security drills per school year in each school building in place of two fire drills required under subsection (a). All of the following shall apply:

(1) The school security drill shall be conducted while the school entity is in session and students are present under policies adopted by the chief school administrator.

(2) The chief school administrator or a designee shall oversee the instruction and training of students and school employees in the procedures to be used in the school security drill.

* * *

(d) All school entities using or contracting for school buses for the transportation of school children shall conduct on school grounds two emergency evacuation drills on buses during each school year, the first to be conducted during the first week of the first school term and the second during the month of March, and at such other times as the chief school administrator may require. Each such drill shall include the practice and instruction concerning the location, use and operation of emergency exit doors and fire extinguishers and the proper evacuation of buses in the event of fires or accidents.

Bus operators shall be provided with proper training and instructions to enable them to carry out the provisions of this subsection and may be required to attend classes and drills in connection therewith.

(e) On or before the tenth day of April of each year, each chief school administrator shall certify to the Department of Education that the emergency evacuation drills and school security drills herein required have been conducted in accordance with this section.

(f) As used in this section, the following words and phrases shall have the meanings given to them in this subsection:

"Chief school administrator" shall mean the superintendent of a school district, superintendent of an area career and technical school, executive director of an intermediate unit or chief executive officer of a charter school or regional charter school.

"School entity" shall mean an area career and technical school, school district, intermediate unit, charter school or regional charter school.

"School security drill" shall mean a planned exercise, other than a fire drill or natural disaster drill, designed to practice procedures to respond to an emergency situation that may include, but is not limited to, an act of terrorism, armed intruder situation or other violent threat.

§ 1518 (24 P.S. § 15-1518). Text Books and Instruction on Fire Dangers and Prevention Drills.

(a) It shall be the duty of the Superintendent of Public Instruction, in consultation with the Pennsylvania State Police, to prepare books of instruction for use of teachers of students of all grades, in the public and private schools, with regard to the dangers of fire and the prevention of fire waste. Such books of instruction shall be published at the expense of the State, under the direction of the Superintendent of Public Instruction, and shall be distributed in sufficient quantities for the use of the teachers in schools as herein provided. The curriculum of all schools shall include some regular and continuous study of such subjects during the entire school year.

(b) It shall be the duty of the Superintendent of Public Instruction, and of the principals or other persons in charge of the various schools, to provide for the instruction and training of pupils of such schools by means of drills, so that they may in sudden emergencies be able to leave the school buildings in the shortest possible time without confusion or panic. Such drills shall be held at least once a month when the schools are in session.

Discretionary Training and Curriculum

The following sections contain information about programs that may be offered by school entities but are not mandatory. If the entity chooses to offer such a program, then these provisions provide details relating to curriculum and training requirements.

Dating Violence

Source: § 1553 (24 P.S. § 1553). Section added by the act of November 17, 2010 (P.L.996, No.104).

§ 1553. Dating Violence Education.

(a) The department, through its Office for Safe Schools, and in consultation with the State Board of Education, shall:

(1) Develop, within six (6) months of the effective date of this section, a model dating violence policy to assist school districts in developing policies for dating violence reporting and response.

(2) Consult with at least one (1) domestic violence center and at least one (1) rape crisis center in developing the model dating violence policy.

* * *

(c) (1) A school district may provide dating violence training to guidance counselors, nurses and mental health staff at the high school level. Upon the recommendation of the district superintendent, other staff may be included or may attend the training on a voluntary basis. The school district may also provide dating violence training to parents.

(2) The dating violence training may include, but need not be limited to: basic principles of dating violence; warning signs of dating violence; the school district's dating violence policy; appropriate responses to incidents of dating violence at school; and services and resources available through domestic violence programs and rape crisis programs.

(d) (1) A school district may incorporate dating violence education that is age appropriate into the annual health curriculum framework for students in grades nine (9) through twelve (12). In developing such a policy, the school district shall consult with at least one (1) domestic violence program or rape crisis program that serves the region where the school district is located.

(2) Dating violence education may include, but need not be limited to: defining dating violence and recognizing dating violence warning signs; characteristics of healthy relationships; information regarding peer support and the role friends and peers have in addressing dating violence; and contact information for and the services and resources available through domestic violence centers and rape crisis centers, including detailed information concerning safety planning, availability and enforcement of protection from abuse orders and the availability of other services and assistance for students and their families.

(3) The department, through its Office for Safe Schools, in consultation with at least one (1) domestic violence center and at least one (1) rape crisis center, shall provide school districts with grade-appropriate educational materials regarding dating violence and healthy relationships for the purpose of assisting school districts in preparing an instructional program on dating violence. The department may use educational materials that are already publicly available for this purpose.

* * *

(f) As used in this section, the following words and phrases shall have the meanings given to them in this subsection:

"At school." The term shall have the meaning given to school property as defined in section 1301-A.

"Dating partner." A person, regardless of gender, involved in an intimate relationship with another person, primarily characterized by the expectation of affectionate involvement, whether casual, serious or long term.

"Dating violence." Behavior where one person uses threats of, or actually uses, physical, sexual, verbal or emotional abuse to control the person's dating partner.

"Department." The Department of Education of the Commonwealth.

"Domestic violence center." The term shall have the meaning given in section 2333 of the act of April 9, 1929 (P.L.177, No.175), known as "The Administrative Code of 1929."

"Domestic violence program." The term shall have the meaning given in section 2333 of the act of April 9, 1929 (P.L.177, No.175), known as "The Administrative Code of 1929."

"Rape crisis center." The term shall have the meaning given in section 2333 of the act of April 9, 1929 (P.L.177, No.175), known as "The Administrative Code of 1929."

"Rape crisis program." The term shall have the meaning given in section 2333 of the act of April 9, 1929 (P.L.177, No.175), known as "The Administrative Code of 1929."

Seizure Recognition and Related First Aid Training – The DOMinate Epilepsy Law.

Source: § 1414.11 (24 P.S. § 14-1414.11). Section added by the act of November 17, 2021 (P.L.430, No.84).

Section 1414.11. Seizure Recognition and Related First Aid Training.

(a) Beginning with the school year 2022-2023 and each year thereafter:

(1) A school nurse may complete a Department of Health-approved online course of instruction or in-person training for school nurses regarding management of a student with seizures that includes information about seizure recognition, a seizure action plan and related first aid.

(2) A professional employe of a school entity, other than a school nurse, whose duties at the school entity include direct contact with students may complete a Department of Health-approved online course of instruction or in-person training regarding awareness of a student with seizures that includes information about seizure recognition and related first aid.

(3) Training under this section shall be provided at no cost and credited toward a professional educator's continuing professional education requirement under section 1205.2 and a school or system leader's continuing professional education requirement under section 1205.5.

(4) Completion of seizure disorder training shall not be construed to obligate a professional employe to administer medication or provide medical care to a student with a seizure disorder.

(5) A professional employe acting in good faith and within the scope of the authority provided under this section shall not be liable for civil damages as a result of an act or omission in the course of any training or related first aid under this section.

(6) No later than June 30, 2022, the Department of Health, in consultation with the Department of Education, shall identify and approve an online course of instruction or in-person training provided by a nonprofit national foundation that supports the welfare of individuals with epilepsy and seizure disorders to satisfy the training required under this section.

(7) The Department of Health, in consultation with the Department of Education, shall adopt guidelines to administer this section.

(b) The following shall apply:

(1) The Department of Health shall provide a nonpublic school with access to the approved online course of instruction or in-person training regarding awareness of a student with seizures that includes information about seizure recognition and related first aid at no cost. The access to and completion of seizure disorder training by nonpublic school employes shall not be construed to do any of the following:

(i) Create, establish or expand any obligations on the part of a nonpublic school to comply with section 504 of the Rehabilitation Act of 1973 (Public Law 93-112, 29 U.S.C. § 794).

(ii) Create, establish, result in or expand any contractual obligations on the part of a nonpublic school.

(2) No nonpublic school employe or nonpublic school shall be liable for civil damages as a result of an act or omission in the course of any training or related first aid under this section except that an employe may be liable for willful misconduct.

(c) For purposes of this section, the following terms shall have the following meanings: "Nonpublic school." A nonprofit school, other than a public school in this Commonwealth, wherein a resident of this Commonwealth may legally fulfill the compulsory school attendance requirements of this act and which meets the applicable requirements of Title VI of the Civil Rights Act of 1964 (Public Law 88-352, 78 Stat. 241).

"Professional employe." The term shall have the meaning given in section 1101.

"School entity." A school district, intermediate unit, area career and technical school, charter school, cyber charter school or regional charter school.

Drug Overdose Medication

Source: § 13.8 (35 P.S. § 780-113.8) of the act of April 14, 1972 (P.L.233, No. 64) known as the Controlled Substance, Drug, Device and Cosmetic Act. Section added by act of September 30, 2014 (P.L.2487, No. 139) and amended by act of November 3, 2022 (P.L.1984, No. 135)

Section 13.8. Drug Overdose Medication.

(a) The department, in carrying out its duties under 28 Pa. Code Ch. 1023 (relating to personnel), shall have the following duties:

(1) Amend the prehospital practitioner scope of practice of emergency medical services providers to include the administration of an opioid antagonist.

(2) In consultation with the Pennsylvania Emergency Health Services Council, implement training, treatment protocols, equipment lists and other policies and procedures for all types of emergency medical services providers.

(3) In consultation with the Department of Drug and Alcohol Programs, develop or approve training and instructional materials about recognizing opioid-related overdoses, administering an opioid antagonist and promptly seeking medical attention. The training and instruction materials shall be provided free of charge on the Internet.

(h) As used in this section, the term “**opioid antagonist**” means a drug or device approved by the Federal Food, Drug, and Cosmetic Act (52 Stat. 1040, 21 U.S.C. § 301 et seq.) for emergency reversal of known or suspected opioid overdose, including naloxone hydrochloride or other similarly acting drugs approved by the United States Food and Drug Administration for the treatment of an opioid overdose.

Holocaust, Genocide, and Human Rights

Source: § 1554 (24 P.S. § 1554). Section added by the act of June 26, 2014 (P.L.776, No.70)

Section 1554. Holocaust, Genocide and Human Rights Violations Instruction.

(a) (1) Beginning with school year 2015-2016, each school entity may offer instruction in the Holocaust, genocide and human rights violations to students. The instruction shall be integrated within the social studies and language arts courses of study required in accordance with State Board of Education regulations. Instruction may also be integrated into other appropriate courses of study.

(2) The Holocaust, genocide and human rights violations instruction permitted pursuant to paragraph (1) shall:

- (i) Be age appropriate.
- (ii) Be sequential in method of study.
- (iii) Communicate the connection between national, ethnic, racial or religious intolerance and the subjects described in subsection (b).
- (iv) Communicate the impact of personal responsibility, civic engagement and societal response within the context of the subjects described in subsection (b).

(3) School entities may utilize any appropriate public or private materials, personnel and other resources in developing and implementing the program of instruction permitted pursuant to paragraph (1). The Department of Education shall distribute information about appropriate curriculum materials to each school entity. School entities may utilize any curriculum that complies with the requirements of this subsection.

(b) (1) The Department of Education shall establish curriculum guidelines no later than twelve (12) months after the effective date of this section. The guidelines shall encourage the inclusion of all of the following subjects where appropriate in the instruction:

(i) The breadth of the history of the Holocaust, including the Third Reich dictatorship, concentration camp system, persecution of Jews and non-Jews, Jewish and non-Jewish resistance and post-World War II trials.

(ii) The definition, history, response and actions taken in the face of genocide, including the Holocaust and any other genocide perpetrated against humanity, including the Rwandan genocide and other genocides committed in Africa, Asia and Europe.

(iii) Human rights violations.

(iv) Anti-Semitism, racism and the abridgment of civil rights.

(2) The Department of Education shall work in consultation with organizations and individuals that provide educational expertise and resources related to the Holocaust, genocide and human rights violations to develop the curriculum guidelines. The guidelines shall state the minimum amount of instruction necessary to adequately educate students on the Holocaust, genocide and human rights violations.

(c) Beginning with the 2015-2016 school year, the Department of Education shall make available, to all school entities, in-service training programs based upon the instruction provided for under subsection (a) and the curriculum guidelines established pursuant to subsection (b).

(d) (1) Beginning with the 2015-2016 school year, each school entity providing instruction under subsection (a) shall provide, as part of its in-service training, programs on the Holocaust, genocide and human rights violations for all instructors whose teaching responsibilities

include courses of study in which instruction concerning the Holocaust, genocide and human rights violations is integrated. A school entity may utilize the programs made available by the Department of Education or use other alternative programs that are consistent with the provisions of this section.

(2) Employes required to complete continuing professional education under section 1205.2 shall receive credit toward the continuing professional education requirements where the training program provided pursuant to paragraph (1) has been approved by the Department of Education.

(e) The Department of Education shall provide the guidelines, in-service training and any other materials developed in accordance with this section to any nonpublic school within this Commonwealth upon receiving a request from the nonpublic school.

(f) The State Board of Education shall:

(1) Conduct a study regarding the manner in which instruction in the Holocaust, genocide and human rights violations is offered by school entities in this Commonwealth. In conducting the study, the State Board of Education shall request that each school entity provide the State Board of Education with information concerning whether the school entity offers such instruction and the manner in which such instruction is offered. Each school entity shall provide information to the State Board of Education in response to a request under this paragraph. Following the 2016-2017 school year, but not later than November 30, 2017, the State Board of Education shall issue a report to the Governor, the Secretary of Education, the Chairman and Minority Chairman of the Education Committee of the Senate and the Chairman and Minority Chairman of the Education Committee of the House of Representatives addressing the following:

(i) The number of school entities offering instruction in the Holocaust, genocide and human rights violations.

(ii) The number of school entities using the curriculum guidelines established by the Department of Education under subsection (b).

(iii) The number of school entities using the in-service training programs made available by the Department of Education under subsection (c).

(iv) A description of the manner in which school entities are offering instruction in the Holocaust, genocide and human rights violations, including the number of hours of instruction offered, the grade levels at which such instruction is offered and the course within such instruction is integrated.

(v) The recommendations for improvements to the offering of instruction in the Holocaust, genocide and human rights violations, including recommended legislation.

(2) Adopt a regulation, pursuant to the act of June 25, 1982 (P.L.633, No.181), known as the "Regulatory Review Act," to require school entities to offer instruction in the Holocaust, genocide and human rights violations that is consistent with subsections (a) and (b), if the study conducted by the State Board of Education under paragraph (1) demonstrates that less than ninety percent of the school entities are offering instruction in the Holocaust, genocide and human rights violations consistent with subsections (a) and (b).

(3) Adopt rules and regulations necessary for the implementation of this section pursuant to the "Regulatory Review Act."

(g) For purposes of this section, the term "school entity" shall mean a school district, charter school, regional charter school, cyber charter school, intermediate unit or area career and technical school.

Disability Inclusive Curriculum

Article XVII-D added by the act of July 8, 2022 (P.L. 620, No.55).

Section 1701-D. Scope of article.

This article establishes a pilot program to provide instruction to students on the political, economic and social contributions of individuals with disabilities.

Section 1702-D. Definitions.

The following words and phrases when used in this article shall have the meanings given to them in this section unless the context clearly indicates otherwise:

"Department." The Department of Education of the Commonwealth.

"Nonpublic school." A school, other than a school entity, wherein a resident of this Commonwealth may legally fulfill the compulsory school attendance requirements of this act and which meets the requirements of Title VI of the Civil Rights Act of 1964 (Public Law 88-352, 78 Stat. 241).

"Pennsylvania Special Education Advisory Panel." A group of representatives that:

(1) advise the Secretary of Education and the department on:

(i) the unmet educational needs of students with disabilities;

(ii) developing corrective action plans;

(iii) developing and implementing policies to improve coordination of services to students with disabilities; and

(2) review and comment on Pennsylvania's Annual Performance Report, proposed special education regulations and funding procedures; and

(3) help the department develop and report information that is required by law to the United States Secretary of Education, in accordance with section 612(a)(21) of the Individuals with Disabilities Education Act (Public Law 91-310, 20 U.S.C. § 1412(a)(21)) and 34 CFR 300.167-300.169 (relating to State Advisory Panel).

"Pilot program." The Disability Inclusive Curriculum Pilot Program established under this article.

"Professional educator." As defined in section 1205.2(o).

"School entity." A school district, charter school, regional charter school, cyber charter school, intermediate unit or area career and technical school.

Section 1703-D. Pilot program.

(a) Establishment.--The Disability Inclusive Curriculum Pilot Program is established in the department to provide instruction to students on the political, economic and social contributions of individuals with disabilities.

(b) Operation.--The pilot program shall operate for three full school years, beginning with the 2023-2024 school year.

(c) Selection of school entities.--

(1) The department may select school entities and nonpublic schools to participate in the pilot program by July 15, 2023.

(2) To be eligible for the pilot program, the school entity or nonpublic school must submit a proposal to the department by May 15, 2023, that identifies how the school entity or nonpublic school will meet the guidelines established by the department for the pilot program.

Section 1704-D. Department responsibilities.

(a) Funding.--The department may use Federal, State and other money to the extent that it is made available for the program.

(b) Consultation.--No later than six months after the effective date of this section, the department shall consult with the Pennsylvania Special Education Advisory Panel in establishing, operating and evaluating the pilot program.

(c) Guidelines.--By March 15, 2023, the department shall establish guidelines and procedures for the pilot program in consultation with the Pennsylvania Special Education Advisory Panel. The department shall consider curriculum offered by organizations with 50% or greater disabled leadership that specialize in and have expertise with individuals with disabilities before selecting the curriculum to be used for the pilot program.

Section 1705-D. Pilot program evaluation.

(a) Report by school entities.--A participating school entity or nonpublic school shall annually report to the department data and information about the operation of the pilot program, in the manner prescribed by the department. At a minimum, a participating school entity or nonpublic school shall annually report to the department about how the participating school entity or nonpublic school met the objectives of the pilot program and any difficulty encountered in seeking to meet the objectives of the pilot program.

(b) Evaluation.--The department shall contract with a nationally recognized educational evaluation institution or organization to provide an evaluation of the pilot program to review the effectiveness of the implementation of a curriculum inclusive to individuals with a disability. The evaluation shall be published on the department's publicly accessible Internet website.

(c) Report by department.--The department shall compile an annual report based on the data and information received about the operation of the pilot program under subsection (a). The department shall annually submit the report under this subsection by August 1 to all of the following:

(1) The chair and minority chair of the Education Committee of the Senate.

(2) The chair and minority chair of the Education Committee of the House of Representatives.

TRAINING MANDATES IN OTHER STATES

In addition to its other enumerated directives, House Resolution 163 directed the Commission to “[r]eview all available literature related to comprehensive reviews of training mandates in other states.” There does not appear to be an abundance of comprehensive literature reviewing individual states’ educational training mandates. However, the Commission reviewed statutory law, state regulations, state department of education publication materials, and state school board association materials to select and analyze the details of other states’ training mandates. Most of the Commission’s review is based on each state’s statutory law. The analysis involves a sample of school employee training mandates from each state and compares them to similar mandates found in Pennsylvania. It should be noted that the analysis does not cover all the training mandates in other states – like Pennsylvania, most states had a significant number of training mandates imposed on its educators and school employees. The Commission also identifies and briefly discusses unique training mandates in other states that are not found in Pennsylvania and in some cases, are not common nationwide.

State-imposed training requirements on school employees across the country differ in several ways. One key difference is among the topics covered by training. A review of all 50 states found that there are several commonly imposed training topics throughout the country. Such common topics include the following:

- General professional development
- Suicide awareness and prevention
- Diabetes management
- Concussion awareness and prevention
- Bullying prevention
- Child abuse and neglect reporting
- School safety and emergency response
- Dyslexia
- Autism
- General youth behavioral health

There were also some unique mandated topics, not found in Pennsylvania and only found in a few states. Such unique topics include the following:

- Female genital mutilation education
- Possession of firearms on school property
- Financial and economic literacy instruction training
- Teacher mentor training
- Gender equity

Many training mandates are detail-intensive, while others are broad and leave individual districts the discretion to fill in the details to comply with the general requirement prescribed by the state. For example, some training mandates direct individual school districts to establish and implement anti-bullying programs that must provide for school employees' training. The state directive requires that training be provided by the districts, but all the details of said training are left to the districts. Most states' departments of education offer training materials as guidance that districts can opt to use.

Many state training mandates have durational and frequency requirements (for example, four hours of annual suicide awareness and prevention training) prescribed by state statute. Durational and frequency requirements vary based on topic and state. Some states may require only four hours of annual training for a given topic, while other states may require only two hours of training every five years for the same topic. Some training mandates provide no durational requirements. Many stakeholders in education believe that there is too much focus on hours required by a mandate instead of the value of the content in the training.

Another common variation is the applicability of training mandates. The scope of a mandate's applicability tends to depend largely on the topic it covers. For example, most states have mandatory training on concussion recognition and prevention. As concussions most commonly arise in school athletics, most states narrow the applicability of this mandate to athletic coaches, athletic trainers, and school nurses. One state in the Commission's review expanded the applicability of its concussion training to referees contracted by school districts for athletic games and events. Alternatively, child abuse and neglect reporting is a training mandate generally applicable to all school employees in many states. The same is true for state-mandated training for youth suicide awareness and prevention. However, Pennsylvania and some other states do narrow the applicability suicide awareness training based on grade levels; Pennsylvania requires only teachers who teach grades 6-12 to complete the training.

Some training mandates in other states require a district or a state's department of education to offer training on a particular topic but stop short of requiring the school employee to complete the training. Many states that only require the offering of the training attempt to encourage school employees to participate in the training by permitting it to count toward other general professional development requirements as a condition of employment or licensure. See below for a review and comparison of sample training mandates from each of the 50 states.

Alabama

Alabama requires school employee compliance with training mandates in a variety of different topics. Some of these topics include but are not limited to financial and legal training for local superintendents,¹⁰⁰ school security and emergency preparedness,¹⁰¹ seizure disorders,¹⁰² and diabetes care.¹⁰³

Sample Training Mandate Similar to Pennsylvania

Diabetes Care. In Alabama, all school nurses and school employees who serve as “unlicensed medical assistants” must receive diabetes management training if they care for a student whose Individual Health Plan permits the administration of injectable medications specific to his or her diabetes. Each local board of education must ensure that diabetes training programs are provided for all school nurses and unlicensed medication assistants at schools under its jurisdiction. School employees in general are not required to serve as unlicensed medical assistants, nor are they subject to any penalty or disciplinary action for refusing to serve as such. Alabama statutory law on this mandate does not appear to provide any further details about the training regarding durational requirements or content, other than that Alabama Department of Education and Alabama Board of Nursing will develop guidelines for training.¹⁰⁴

Comparison to Pennsylvania:

- Pennsylvania’s training mandate for diabetes care is much more specific about the process for who can serve as a volunteer to administer diabetes medication.
- Pennsylvania does not permit any school employee to volunteer to administer diabetes medication. Instead, Pennsylvania requires a school district nurse, in consultation with the chief school administrator to identify at least one individual in each school building to administer diabetes medication.
- Pennsylvania requires its selected school employees to annually demonstrate competency in the training.
- Like in Alabama, statutory law in Pennsylvania does not appear to provide any specific durational requirements for each training event, which may indicate such details are left to the district.
- In Pennsylvania, the law permits school entities to include the training in their professional education plan submitted to the Department of Education.¹⁰⁵
- Pennsylvania requires only persons other than licensed health care practitioners who are selected by the school nurse to complete the training, whereas Alabama requires school nurses to also undergo the training.

¹⁰⁰ Ala. Code 1975 §16-13A-3.

¹⁰¹ Ala. Code 1975 §45-30-103(c-f).

¹⁰² Ala. Code 1975 § 16-30C-4(b).

¹⁰³ Ala. Code 1975 § 16-30A-3.

¹⁰⁴ *Ibid.*

¹⁰⁵ Public School Code of 1949, Act of March 10, 1949 (P.L.30, No. 14) (hereinafter “PSC”), § 1414.3(b)-(c); 24 P.S. § 1414.3(b)-(c).

Sample Training Mandate Not Found in Pennsylvania

Financial and Legal Training for Local Superintendents. Alabama requires local superintendents of education to be trained in finance instruction and legal requirements as well as pass a mandated competency test. Instruction and training are designed to instill a minimum level of competence in local superintendents of education. Tests of competency are administered by the State Superintendent of Education.¹⁰⁶ Pennsylvania does not have specific training mandates on this topic.

Alaska

Alaska requires its school employees and educational professionals to participate in and complete training on topics such as special education aides,¹⁰⁷ teen dating violence awareness and prevention,¹⁰⁸ domestic violence awareness and prevention,¹⁰⁹ alcohol and drug related disabilities,¹¹⁰ gender and race equity in educational materials,¹¹¹ child abuse and neglect reporting,¹¹² suicide awareness and prevention,¹¹³ crisis response and evacuation,¹¹⁴ and restraint and seclusion disciplinary techniques.¹¹⁵

Sample Training Mandate Similar to Pennsylvania

Suicide Awareness and Prevention. Alaska state law requires a school district and the state department of education to provide youth suicide awareness and prevention training to each teacher, administrator, counselor, and specialist who is employed by the district or department to provide services to students in a public school in the state at no cost to the teacher, administrator, counselor, or specialist.¹¹⁶ The commissioner of education must approve said training if the training meets standards for professional continuing education credit in the state and is periodically reviewed by a qualified person or committee for consistency with generally accepted principles of youth suicide awareness and prevention. The law expressly permits training to be offered through videoconferencing or an individual program of study of designated materials.¹¹⁷ The training is provided according to any schedule adopted at the discretion of the governing body of a school district.¹¹⁸

¹⁰⁶ Ala. Code 1975 §16-13A-3.

¹⁰⁷ 4 AAC 52.250.

¹⁰⁸ AS § 14.30.356.

¹⁰⁹ AS § 18.66.310.

¹¹⁰ AS § 14.20.680.

¹¹¹ AS § 14.18.060(b).

¹¹² AS § 47.17.022.

¹¹³ AS § 14.30.362.

¹¹⁴ AS § 14.33.100(d).

¹¹⁵ AS § 14.33.127.

¹¹⁶ AS § 14.30.362(a).

¹¹⁷ AS § 14.30.362(b).

¹¹⁸ AS § 14.30.362(d).

Comparison to Pennsylvania:

- Pennsylvania requires only professional educators serving students in grades six through twelve to participate.¹¹⁹
- Pennsylvania’s mandate has a specific durational and frequency requirement of four hours of training every five years. Alaska does not appear to have such requirements listed in its statutory law which many indicate there are no such requirements or the requirements are determined under department regulations or left to the discretion by local school districts.¹²⁰

Sample Training Mandate Not Found in Pennsylvania

Gender and Race Equity. School boards are required to have textbooks and instructional materials reviewed for evidence of sex bias. School boards in Alaska are also required to use “educationally sound, unbiased texts and other instructional materials as they become available.”¹²¹

The state’s board of education must establish by regulation standards for nondiscriminatory textbooks and educational materials. Each school board is then required to provide training for all its certificated personnel on the identification and recognition of sex-biased materials.¹²²

Arizona

In Arizona, school employees are required to comply with training mandates on varying topics to stay employed at their respective schools. Topic areas of training include but are not limited to dyslexia and reading impairment screening, intervention, and accommodation and technology,¹²³ suicide prevention,¹²⁴ diabetes management,¹²⁵ emergency administration of epinephrine auto-injectors,¹²⁶ emergency administration of inhalers,¹²⁷ and seizure management for school nurses.¹²⁸

Sample Training Mandate Similar to Pennsylvania

Suicide Prevention. School districts and charter schools are required to provide training in suicide awareness and prevention for school guidance counselors, teachers, principals, and other

¹¹⁹ PSC § 1526; 24 P.S. § 15-1526(a)(2).

¹²⁰ *Ibid.*

¹²¹ AS § 14.18.060(a).

¹²² AS § 14.18.060(b).

¹²³ A.R. S. § 15-219.

¹²⁴ A.R. S. § 15-120.

¹²⁵ A.R.S. § 15-344.01.

¹²⁶ A.R. S. § 15-157.

¹²⁷ A.R. S. § 15-158; A.R. S. § 36-2229(D).

¹²⁸ A.R.S. § 15-160.02(E).

school personnel who work with pupils in grades six through twelve. Each person who is required to obtain training must complete that training at least once every three years. The training must include:

1. Training in suicide prevention.
2. Training to identify the warning signs of suicidal behavior in adolescents and teens.
3. Appropriate intervention and referral techniques.¹²⁹

Training must use evidence-based training materials and may be provided within the framework of existing in-service training programs offered by the school district or charter school or as part of professional development activities.¹³⁰

Comparison to Pennsylvania:

- Like Arizona, Pennsylvania requires the training mandate only for those serving in buildings with grades six through twelve. However, Arizona broadly requires other “school personnel” in addition to educators and administrators to participate in the training, whereas Pennsylvania only requires professional educators servicing grades six through twelve.
- Both states provide durational and frequency requirements, but unlike Arizona, Pennsylvania’s durational requirements for the training mandate are four hours every five years.¹³¹

Sample Training Mandate Not Found in Pennsylvania

Dyslexia and Reading Impairment Screening, Intervention, and Accommodation and Technology. The Arizona State Board of Education adopted rules to allow certificated teachers and administrators to use training regarding screening, intervention, accommodation, use of technology and advocacy for students with reading impairments, including dyslexia, to count toward their continuing education credits. Annually, the department develops a list of training opportunities related to dyslexia.¹³² Training opportunities must meet professional development requirements and all the following requirements:

- Include at least one training opportunity that is provided entirely online.
- Include the knowledge and practice standards of an international organization on dyslexia that is designated by the department of education.
- Enable teachers to understand and recognize dyslexia.
- Enable teachers to implement structured literacy instruction that is systematic, explicit, multisensory, and evidence-based to meet the educational needs of students with dyslexia.¹³³

¹²⁹ A.R.S. § 15-120A.1.-3.

¹³⁰ A.R.S. § 15-120B.1.-2.

¹³¹ PSC § 1526(a)(2); 24 P.S. § 15-1526(a)(2).

¹³² A.R. S. § 15-219.

¹³³ *Ibid.*

Pennsylvania has standards for teachers or school professionals who treat or screen for dyslexia but does not appear to mandate specific training mandates such as Arizona does.

Arkansas

In Arkansas, school employees and educational professionals are required to complete training on topics such as school law,¹³⁴ expenditure of public education funds,¹³⁵ ethics,¹³⁶ financial accounting,¹³⁷ school resource officers,¹³⁸ human trafficking,¹³⁹ bullying prevention,¹⁴⁰ mental health awareness, and teen suicide awareness and prevention,¹⁴¹ and Arkansas history.¹⁴²

Sample Training Mandate Similar to Pennsylvania

Mental Health Awareness and Teen Suicide Awareness and Prevention. The Arkansas Division of Elementary and Secondary Education is required to provide two hours of professional development, or professional learning credits as determined by the division, in mental health awareness and teen suicide awareness and prevention for licensed public school personnel. Arkansas law permits the training to be accomplished through self-review of suitable mental health awareness and suicide prevention materials approved by the division. The professional development obtained under the training counts toward the satisfaction of requirements for professional development in the Standards for Accreditation of Arkansas Public Schools and School Districts and for licensure requirements for licensed personnel.¹⁴³

Comparison to Pennsylvania:

- Pennsylvania requires suicide awareness and prevention training only for professional educators serving in buildings with grades six through twelve.
- Arkansas's training provisions require two hours; however, the statute does not appear to specifically require the training to be reoccurring. Unlike Arkansas, Pennsylvania's statute provides durational and frequency requirements for the training mandate – four hours every five years.¹⁴⁴

¹³⁴ A.C.A. § 6-20-2204(a)(1)(C)(ii)(a).

¹³⁵ A.C.A. § 6-20-2204(a)(1)(C)(ii)(b).

¹³⁶ A.C.A. § 6-20-2204(a)(1)(C)(ii)(c).

¹³⁷ A.C.A. § 6-20-2204(a)(1)(C)(ii)(d).

¹³⁸ A.C.A. § 6-10-128.

¹³⁹ A.C.A. § 6-17-710.

¹⁴⁰ A.C.A. § 6-17-711.

¹⁴¹ A.C.A. § 6-17-708.

¹⁴² A.C.A. § 6-17-703.

¹⁴³ A.C.A. § 6-17-708.

¹⁴⁴ PSC § 1526(a)(2); 24 P.S. § 15-1526(a)(2).

Sample Training Mandate Not Found in Pennsylvania

Arkansas History. Arkansas requires each school district to provide two hours, or professional learning credits as determined by the Division of Elementary and Secondary Education, of professional development in Arkansas history for its teachers who provide instruction in Arkansas history. The school district may provide the professional development by contracting with an education service cooperative or by using the Arkansas Online Professional Development Initiative. This professional development counts toward the satisfaction of requirements for professional development in the Standards for Accreditation of Arkansas Public Schools and School Districts.¹⁴⁵

California

Training required by law for school employees in the state of California includes child abuse prevention,¹⁴⁶ sexual harassment prevention,¹⁴⁷ sudden cardiac arrest,¹⁴⁸ coaching,¹⁴⁹ CPR,¹⁵⁰ concussion signs,¹⁵¹ school peace officers,¹⁵² and injury prevention.¹⁵³

Sample Training Mandate Similar to Pennsylvania

Concussions. California requires coaches in school districts to receive annual training in concussion and heat illness (includes heat cramps, heat syncope, heat exhaustion, and exertional heat stroke) under a “coaching education program.” Training must focus on a basic understanding of the signs and symptoms of concussions and heat illnesses. The section of the law requiring this mandate does not endorse one training program, which seems to indicate that schools may have some discretion in establishing compliant training programs on the subject matter. This provision also requires coaches to have CPR training and certification.¹⁵⁴

Comparison to Pennsylvania:

- Like California, coaches in Pennsylvania are required to take training courses on brain injuries and concussions.¹⁵⁵

¹⁴⁵ A.C.A. § 6-17-703.

¹⁴⁶ West’s Ann. Cal. Educ. Code § 44691; West’s Ann. Cal. Penal. Code § 11165.7.

¹⁴⁷ West’s Ann. Cal. Gov. Code §§ 12950.2, 12950.1.

¹⁴⁸ West’s Ann. Cal. Gov. Code s 33479.6; West’s Ann. Cal. Educ. Code § 33479.2.

¹⁴⁹ West’s Ann. Cal. Educ. Code §§ 49032, 35179.1.

¹⁵⁰ *Ibid.*

¹⁵¹ *Ibid.*

¹⁵² West’s Ann. Cal. Penal Code § 832.

¹⁵³ West’s Ann. Cal. Labor Code § 6401.7.

¹⁵⁴ West’s Ann. Cal. Educ. Code § 49032.

¹⁵⁵ Safety in Youth Sports Act, Act of November 9, 2011 (P.L.411, No.101) (hereinafter “SYSA”), § 3(a), (e); 24 P.S. § 5321(a), (e).

- Pennsylvania law provides express frequency requirements for concussion and brain injury training. Specifically, coaches of athletic activity must complete a concussion management certification training course offered by the Centers for Disease Control and Prevention once annually. There does not appear to be an hours-requirement for the course.¹⁵⁶
- Pennsylvania law requires school entities to offer a CPR class on the school premises no less than once every three years.¹⁵⁷ However, the course must only be offered as an option to all employees of a school entity.
- Pennsylvania’s training requirement for coaches does not include heat illness prevention.

Sample Training Mandate Not Found in Pennsylvania

Injury Prevention. In California, all public employers, including public school districts, must establish, implement, and maintain an effective injury prevention program. The employer’s system must identify and evaluate workplace hazards. The program must also include an occupational health and safety training program to instruct employees in general safe and healthy work practices. The program is required to provide specific instruction on hazards related to each employee’s job assignment.¹⁵⁸

Colorado

Colorado requires its educators and school personnel to complete different variations of training like most other states. Specifically, Colorado requires training in several different topical areas including but not limited to general professional development for educators,¹⁵⁹ seizure first aid,¹⁶⁰ asthma, food allergy, and anaphylaxis health management,¹⁶¹ child abuse and sexual assault prevention,¹⁶² use of student restraints,¹⁶³ concussion recognition and management,¹⁶⁴ and emergency drills.¹⁶⁵

¹⁵⁶ *Ibid.*

¹⁵⁷ PSC § 1205.4(a)-(b); 24 P.S. § 12-1205.4(a)-(b).

¹⁵⁸ West’s Ann. Cal. Labor Code § 6401.7.

¹⁵⁹ C.R.S.A. § 22-60.5-110.

¹⁶⁰ C.R.S.A. § 22-1-132(4)(a).

¹⁶¹ C.R.S.A. § 22-1-119.5.

¹⁶² C.R.S.A. § 24-33.5-1809.

¹⁶³ C.R.S.A. § 22-32-147.

¹⁶⁴ C.R.S.A. § 25-43-103.

¹⁶⁵ “Colorado Public & Charter School Fire & Evacuation Drill Guidance 2020-2021 School Year,” *Colorado Division of Fire Prevention & Control Department of Public Safety*, accessed October 27, 2022, [https://cdpsdocs.state.co.us/safeschools/Resources/Coronavirus_Disease_2019\(COVID-19\)/Drill_Guidance_for_COVID_2020.pdf](https://cdpsdocs.state.co.us/safeschools/Resources/Coronavirus_Disease_2019(COVID-19)/Drill_Guidance_for_COVID_2020.pdf).

Sample Training Mandate Similar to Pennsylvania

Food Allergies. Colorado requires employees to whom a school nurse has delegated the nursing task of administering epinephrine auto-injectors to students in a school to be trained in the administration of epinephrine auto-injectors. The statutory training mandate does not provide detail on what the content of the training must be or the frequency or duration to which courses must be completed. The mandate per the statute only requires that the training be consistent with the rules on administration of epinephrine auto-injectors.¹⁶⁶

Comparison to Pennsylvania:

- Pennsylvania requires that school employees authorized to administer epinephrine auto-injectors receive training that is developed and implemented by the Pennsylvania Department of Health.¹⁶⁷
- Like Colorado, Pennsylvania's mandate does not provide detail on what the content of the training must be or the frequency or duration to which courses must be completed.

Sample Training Mandate Not Found in Pennsylvania

Use of Student Restraints. Colorado requires any school personnel administering any form of restraint on a child to receive training available on the Protection of Individuals from Restraint and Seclusion Act and on the state department of education's corresponding rules for administration of such act to individuals certified in the use of restraint.¹⁶⁸

Pennsylvania law requires that positive, rather than negative, measures must form the basis of behavior support for students. Restraints may be used to control acute or episodic aggressive or self-injurious behavior only when the student is acting in a manner that is a clear and present danger to himself, to other students, or to employees, and only when less restrictive measures and techniques have proven to be or are less effective. School entities must train personnel for the use of specific procedures, methods, and techniques, and for having a written policy and procedures on the use of positive behavior support techniques and obtaining parental consent prior to the use of restraints or intrusive procedures.

¹⁶⁶ C.R.S.A. § 22-1-119.5(5.5)(ii)(A)-(B).

¹⁶⁷ PSC § 1414.2(a)-(e); 24 P.S. § 14-1414.2(a)-(e).

¹⁶⁸ C.R.S.A. § 22-32-147.

Connecticut

In Connecticut, teachers, administrators, and school personnel are required to receive training on topics such as impact of drugs and alcohol on personality development and physical and mental health risk education,¹⁶⁹ prevention of risk taking behaviors,¹⁷⁰ teen dating violence, domestic violence, child abuse, and youth suicide,¹⁷¹ growth and development of exceptional children,¹⁷² school violence prevention,¹⁷³ cardiopulmonary resuscitation and other emergency life-saving procedures,¹⁷⁴ computer and other information technology,¹⁷⁵ cultural competency,¹⁷⁶ improving teacher and administrator effectiveness,¹⁷⁷ and teacher education and mentoring.¹⁷⁸

Sample Training Mandate Similar to Pennsylvania

Youth Suicide Awareness, Teen Dating Violence, and Bullying Prevention. Connecticut requires certain professional educators and school employees to complete annual training to school employees on the prevention, identification and response to school bullying and teen dating violence, and the prevention of and response to youth suicide. The training may include:

- Developmentally appropriate strategies to prevent bullying and teen dating violence among students in school and outside of the school setting.
- Developmentally appropriate strategies for immediate and effective interventions to stop bullying and teen dating violence.
- Information regarding the interaction and relationship between students committing acts of bullying and teen dating violence, students against whom such acts of bullying and teen dating violence are directed and witnesses of such acts of bullying and teen dating violence.
- Research findings on bullying and teen dating violence, such as information about the types of students who have been shown to be at-risk for bullying and teen dating violence in the school setting.
- Information on the incidence and nature of cyberbullying.
- Internet safety issues as they relate to cyberbullying.
- Information on the incidence of youth suicide, methods of identifying youths at risk of suicide and developmentally appropriate strategies for effective interventions to prevent youth suicide.

¹⁶⁹ C.G.S.A. § 10-220a(a); C.G.S.A. § 10-222j.

¹⁷⁰ *Ibid.*

¹⁷¹ *Ibid.*

¹⁷² *Ibid.*

¹⁷³ *Ibid.*

¹⁷⁴ *Ibid.*

¹⁷⁵ *Ibid.*

¹⁷⁶ *Ibid.*

¹⁷⁷ C.G.S.A. § 10-148a.

¹⁷⁸ C.G.S.A. § 10-145o(e)(2).

Connecticut law permits the training to be presented in person by mentors, offered in state-wide workshops or through on-line courses.¹⁷⁹

Comparison to Pennsylvania:

- Pennsylvania includes teen dating violence in its statutory provisions, but only as an optional training course that school districts can choose to provide to employees in their discretion.¹⁸⁰
- Pennsylvania requires only professional educators serving students in grades six through twelve to participate in suicide awareness and prevention training.
- Suicide prevention and awareness training in Pennsylvania also provides express durational and frequency requirements of four hours of training every five years for professional educators serving the grades mentioned above, while bullying prevention training for school employees requires two hours of training annually (the training for bullying prevention is clustered in a list of topics such as suicide awareness, behavioral health awareness, and substance abuse awareness).¹⁸¹
- Connecticut's training mandate appears to put more emphasis on the content required to be in the training courses than the durational and frequency requirements.
- While both Connecticut and Pennsylvania's suicide awareness and prevention training applies to professional educators, Pennsylvania's bullying prevention training requirements applies more broadly to school employees.¹⁸²

Sample Training Mandate Not Found in Pennsylvania

Teacher Education and Mentoring. Like certain other states, Connecticut requires training for mentor teachers who assist newly certified teachers. New teachers beginning their careers work with their mentors in developing a planned set of activities, based on the topics offered within instructional modules, to complete each instructional module. Such activities may be presented in person by mentors, offered in workshops, through on-line courses or through the completion of a set of readings.¹⁸³ Mentor teachers can provide training on various professional development topics to new teachers. Individual districts in Pennsylvania may have programs like this; however, there is no state training requirements for mentor teachers.

¹⁷⁹ C.G.S.A. § 10-222j.

¹⁸⁰ 24 P.S. § 1553.

¹⁸¹ PSC § 1526(a)(2); 24 P.S. § 15-1526(a)(2).

¹⁸² *Ibid* § 1310-B; 24 P.S. § 13-1310-B.

¹⁸³ C.G.S.A. § 10-145o(e)(2).

Delaware

Delaware mandates training for school personnel on topics including but not limited to child abuse prevention and reporting,¹⁸⁴ teen dating violence and sexual assault awareness and prevention,¹⁸⁵ suicide prevention,¹⁸⁶ and bullying prevention and criminal youth gang detection.¹⁸⁷

Sample Training Mandate Similar to Pennsylvania

Child Abuse Prevention and Reporting. Each school district and charter school in the state of Delaware must require its employees to receive four hours of training on child abuse and child safety awareness, prevention, detection, and reporting training every three years.¹⁸⁸

Comparison to Pennsylvania:

- Pennsylvania law also provides express durational and frequency requirements for this training - the requirement is three hours of mandatory training every five years.
- Pennsylvania’s mandate also expressly extends to all employees and independent contractors of school entities.
- Pennsylvania allows school entities and independent contractors to provide the training through “internet or other distance communications systems.”
- Topical content requirements are provided under Pennsylvania’s training mandate. Specifically, content must include training on the “[r]ecognition of the signs of abuse and sexual misconduct and reporting requirements...”¹⁸⁹

Sample Training Mandates Not Found in Pennsylvania

Criminal Youth Gang Detection. Delaware law requires school employees to complete three hours of a school bullying prevention and criminal youth gang detection training every three years.¹⁹⁰

¹⁸⁴ 14 Del. C. § 4162.

¹⁸⁵ 14 Del. C. § 4166.

¹⁸⁶ 14 Del. C. § 4166.

¹⁸⁷ 14 Del.C. § 4164.

¹⁸⁸ 14 Del. C. § 4162.

¹⁸⁹ PSC § 1205.6(a)(1); 24 P.S. § 12-1205.6(a)(1).

¹⁹⁰ 14 Del. C. § 4164.

District of Columbia

The District of Columbia requires training for school employees on topics such as sexual harassment and dating violence,¹⁹¹ CPR and AED instruction,¹⁹² medication administration,¹⁹³ and school security personnel.¹⁹⁴

Sample Training Mandate Similar to Pennsylvania

CPR and AED Instruction. All school athletic coaches, coaching assistants, athletic trainers, athletic directors, team or game physicians, school nurses, and every anticipated AED user employed by a school in the District of Columbia, as designated by the school, are required to successfully complete a CPR and AED program within 60 days after their hire date.¹⁹⁵

Comparison to Pennsylvania:

- Pennsylvania law addresses CPR training and sudden cardiac arrest and electrocardiogram testing. CPR training in Pennsylvania must be offered on school premises at least once every three years; however, the course is only optional to all employees.
- Pennsylvania requires that CPR training be conducted by the American Red Cross, the American Heart Association, an individual certified to conduct CPR training by the American Red Cross, American Heart Association or another certifying agency approved by the Department of Health.¹⁹⁶
- For sudden cardiac arrest, Pennsylvania requires a coach of an athletic activity to complete training offered by a provider approved by the state's department of health.¹⁹⁷

Sample Training Mandate Not Found in Pennsylvania

Student Technology Equity. The Chancellor of the District of Columbia Public Schools is required to develop and maintain a Comprehensive Student Technology Equity Plan. The plan must include an asset management system to maintain, support, and track the devices and software for students and teachers at each school level. The plan must include training for staff within an educational technology professional development plan to provide all teachers with baseline technology skills for instruction.¹⁹⁸

¹⁹¹ DC ST § 38-952.02.

¹⁹² DC ST § 7-2371.02c(a)(5).

¹⁹³ DC ST § 38-651.04(a).

¹⁹⁴ DC ST § 5-132.03b.

¹⁹⁵ DC ST § 7-2371.02c(a)(5).

¹⁹⁶ PSC § 1205.4(a)-(b); 24 P.S. § 1205.4(a)-(b).

¹⁹⁷ *Ibid* § 1425(d)(1); 24 P.S. § 14-1425(d)(1).

¹⁹⁸ DC ST § 38-831.21(b)(5), (6).

Florida

Florida has many similar state-imposed training mandates on school employees and professionals to Pennsylvania and other states. There are also mandates found in Florida that are not found in Pennsylvania. Florida law covers the training of school employees and professionals on topics including but not limited to seizure disorders,¹⁹⁹ mental health crisis intervention training,²⁰⁰ use of seclusion and restraints,²⁰¹ test administration and security,²⁰² emergency drills and school safety,²⁰³ and professional development.²⁰⁴

Sample Training Mandate Similar to Pennsylvania

Seizure Disorders. Florida requires each school employee whose duties include regular contact with students with epilepsy or seizure disorders to complete training in the care of students with epilepsy and seizure disorders. The state requires the training to include recognition of the symptoms of and provide care for epilepsy and seizure disorders. To assist schools in meeting the state requirement, the state's department of education is tasked with identifying on its website one or more online training courses that are provided by a nonprofit national organization that supports the welfare of individuals with epilepsy and seizure disorders and are available free of charge to schools. The statutory provision covering this mandate does not appear to place any durational or frequency requirements for compliance.²⁰⁵

Comparison to Pennsylvania:

- Pennsylvania law does not mandate epilepsy or seizure disorder training. Instead, a school nurse or a school employee whose duties at the school entity include direct contact with students may complete a Pennsylvania Department of Health-approved online course of instruction or in-person training regarding the management of student seizures.
- Pennsylvania expressly provides that such training should include information about seizure recognition, a seizure action plan, and related first aid. Completion of the training does not in any way obligate a professional employee to administer medication or provide medical care to a student with a seizure disorder.²⁰⁶

¹⁹⁹ F.S.A. § 1006.0626(3)(b).

²⁰⁰ F.S.A. § 1006.12.

²⁰¹ F.S.A. § 1003.573(4).

²⁰² F.S.A. § 1008.24(b).

²⁰³ F.S.A. § 1006.07(6)(a).

²⁰⁴ F.S.A. § 1012.98.

²⁰⁵ F.S.A. § 1006.0626(3)(b).

²⁰⁶ P.S.C. § 1414.11(a); 24 P.S. § 14-1414.11(a).

Sample Training Mandate Not Found in Pennsylvania

None

Georgia

In Georgia, school employees and professional educators and administrators must comply with a variety of training requirements to continue their employment in their respective school or school entity. Some of these training requirements include diabetes care,²⁰⁷ suicide awareness and prevention,²⁰⁸ prohibition on discrimination based on race and advocating divisive concepts,²⁰⁹ conflict management and resolution, and cultural diversity,²¹⁰ and concussion management.²¹¹

Sample Training Mandate Similar to Pennsylvania

Diabetes Care. Georgia requires the training of school employees in the care of students with diabetes. State training guidelines require training to include instruction in:

- Recognition and treatment of hypoglycemia and hyperglycemia.
- Understanding the appropriate actions to take when blood glucose levels are outside of the target ranges indicated by a student's diabetes medical management plan.
- Understanding physician instructions concerning diabetes medication dosage, frequency, and the manner of administration.
- Performance of finger-stick blood glucose checking, ketone checking, and recording the results.
- Administration of insulin and glucagon, an injectable used to raise blood glucose levels immediately for severe hypoglycemia, and the recording of results.
- Performance of basic insulin pump functions.
- Recognizing complications that require emergency assistance.
- Recommended schedules and food intake for meals and snacks, the effect of physical activity upon blood glucose levels, and actions to be implemented in the case of schedule disruption.²¹²

According to Georgia law, each local board of education and state-chartered special school must ensure that the above training is provided to a minimum of two school employees at each school attended by a student with diabetes. No school employee can be subject to any penalty or disciplinary action for refusing to serve as trained diabetes personnel.²¹³

²⁰⁷ Ga. Code Ann., § 20-2-779.

²⁰⁸ Ga. Code Ann., § 20-2-779.1.

²⁰⁹ Ga. Code Ann., § 20-1-11(c)(2).

²¹⁰ Ga. Code Ann., § 20-2-739.

²¹¹ Ga. Code Ann., § 20-2-324.1.

²¹² Ga. Code Ann., § 20-2-779(b)(1).

²¹³ Ga. Code Ann., § 20-2-779(b)(2)-(3).

Training must be coordinated and provided by a school nurse or may be contracted out to be provided by another health care professional with expertise in diabetes. Such training must take place prior to the commencement of each school year or as needed when a student with diabetes is newly enrolled at a school, or a student is newly diagnosed with diabetes. The school nurse or other contracted health care professional must provide follow-up training and supervision.²¹⁴

Comparison to Pennsylvania:

- Pennsylvania does not permit any school employee to volunteer to administer diabetes medication. Instead, Pennsylvania requires a school district nurse, in consultation with the chief school administrator to identify at least one individual in each school building to administer diabetes medication. Georgia just requires that at least two school employees at each school attended by a student with diabetes be trained.
- Pennsylvania requires its selected school employees to annually demonstrate competency in the training.²¹⁵
- Georgia's requirement does not appear to provide durational or frequency requirements but provides greater detail as to the content required for a compliant diabetes training course or program.

Sample Training Mandate Not Found in Pennsylvania

Conflict Management and Resolution and Cultural Diversity. Georgia requires its department of education to provide training programs in conflict management and resolution and in cultural diversity for voluntary implementation by local boards of education for school employees, parents and guardians, and students provided, however, that after July 1, 2022, such training programs shall not advocate for divisive concepts.²¹⁶ Under Georgia law, the term “divisive concepts” means any of the following concepts, including views espousing such concepts like the following:

- One race is inherently superior to another race;
- The United States of America is fundamentally racist;
- An individual, by virtue of his or her race, is inherently or consciously racist or oppressive toward individuals of other races;
- An individual should be discriminated against or receive adverse treatment solely or partly because of his or her race;
- An individual's moral character is inherently determined by his or her race;
- An individual, solely by virtue of his or her race, bears individual responsibility for actions committed in the past by other individuals of the same race;
- An individual, solely by virtue of his or her race, should feel anguish, guilt, or any other form of psychological distress;

²¹⁴ Ga. Code Ann., § 20-2-779(b)(4).

²¹⁵ PSC § 1414.3(a)-(b); 24 P.S. § 14-1414.3(a)-(b).

²¹⁶ Ga. Code Ann., § 20-2-739.

- Performance-based advancement or the recognition and appreciation of character traits such as a hard work ethic are racist or have been advocated for by individuals of a particular race to oppress individuals of another race; or
- Any other form of race scapegoating or race stereotyping.²¹⁷

Hawaii

Hawaii requires training for its educational professionals and school employees on topics such as teacher licensure systems (for school board members),²¹⁸ distance learning,²¹⁹ youth suicide awareness and prevention,²²⁰ and diabetes care.²²¹

Sample Training Mandate Similar to Pennsylvania

Youth Suicide Awareness and Prevention. Hawaii’s Department of Health has a mandatory youth suicide awareness and prevention training program and a model risk referral protocol for complex areas and charter schools based on the department’s existing suicide awareness and prevention curriculum and materials. State law requires that these materials be provided to teachers, teacher assistants, administrators, and counselors.

The training mandate further provides that by September 15 of each year, each complex area must report to the department on prior school year training prevention activities it has completed.

The department may adopt rules to include and require contracted workers to participate in and comply with the suicide awareness and prevention training program and risk referral protocol requirements.

Comparison to Pennsylvania

- Pennsylvania only requires professional educators serving students in grades six through twelve to participate in suicide awareness and prevention training, whereas Hawaii requires it for all teachers, teaching assistants, counselors, and administrators.
- Suicide prevention and awareness training in Pennsylvania provides express durational and frequency requirements of four hours of training every five years for professional educators serving the grades mentioned above.²²²

²¹⁷ Ga. Code Ann., § 20-1-11(a)(1).

²¹⁸ HRS §302A-805.6(b).

²¹⁹ “Return to Learn: Distance Learning Readiness,” *State of Hawaii Department of Education*, accessed October 27, 2022, <https://sites.google.com/k12.hi.us/distance-learning-modules/home>.

²²⁰ HRS § 302A-856.

²²¹ HRS § 302A-1164(g).

²²² PSC § 1526(a)(2); 24 P.S. § 15-1526(a)(2).

- Hawaii appears to give some discretion to the school districts in administering the training with department of health-provided materials.

Sample Training Mandate Not Found in Pennsylvania

Teacher Licensure Systems. To keep local school board members current with trends and issues in teacher licensure systems, beginning teacher programs, the assessment of teaching skills, teacher development, and other related topics, board members are required to participate in programs and attend conferences and training that address these specific topics. Pennsylvania does not have a training mandate for this specific purpose for school board members.²²³

Idaho

Idaho training topics for school personnel includes but is not limited to general in-service,²²⁴ dyslexia,²²⁵ harassment, bullying and intimidation prevention,²²⁶ reading and literacy assessment administrators,²²⁷ and suicide prevention.²²⁸

Sample Training Mandate Similar to Pennsylvania

Harassment, Bullying, and Intimidation Prevention. School districts and charter schools in Idaho are required to provide ongoing professional development to build skills of all school staff members to prevent, identify and respond to harassment, intimidation, and bullying. The state board of education is tasked with promulgating rules regarding the content of the professional development.²²⁹

Comparison to Pennsylvania:

- Bullying prevention training for school employees requires two hours of training annually, whereas Idaho's mandate does not provide express durational or frequency requirements pursuant to statute.
- Pennsylvania's training for bullying prevention is clustered in a list of topics such as suicide awareness, behavioral health awareness, and substance abuse awareness.²³⁰

²²³ HRS §302A-805.6(b).

²²⁴ I.C. § 33-1220.

²²⁵ I.C. § 33-1811.

²²⁶ I.C. § 33-1631(2).

²²⁷ I.C. § 33-1806(4).

²²⁸ I.C. § 33-136(1).

²²⁹ I.C. § 33-1631(2).

²³⁰ PSC § 1526(a)(2); 24 P.S. § 15-1526(a)(2).

Sample Training Mandate Not Found in Pennsylvania

College and Career Advisors. School districts and charter schools in Idaho are permitted to employ non-certificated staff as college and career advisors and student mentors. School districts and charter schools shall provide professional development in college and career advising to all staff serving in the role of student mentors or advisors. Idaho law requires that all personnel who serve in the role of a college and career advisor must have a basic level of training or experience in advising or mentoring to provide such services.²³¹ It is likely the district has discretion to determine the college and career advisor’s compliance with the requirement of basic level of training and experience.”

Illinois

The state of Illinois mandates training for its school employees and educational professionals in various topics. Illinois appears to have a special interest in health-related issues since a significant portion of its school employee training requirements are health-related topics. Specific school employees in the state of Illinois must complete mandated training in various topics which include teen dating violence,²³² seizure training,²³³ concussion and head injuries,²³⁴ gang resistance education (optional),²³⁵ implicit bias training,²³⁶ diabetes care and delegated care aides,²³⁷ school bus drivers,²³⁸ human immunodeficiency virus training,²³⁹ expecting/parenting youth, domestic and sexual violence,²⁴⁰ and identity protection.²⁴¹

Sample Training Mandate Similar to Pennsylvania

Diabetes Care and Delegated Care Aides. In schools that have a student with diabetes, all school employees are required to receive training in the basics of diabetes care. In addition, training must address how to identify when a student with diabetes needs immediate or emergency medical attention, and who is to be contacted in the case of an emergency.²⁴²

²³¹ I.C. § 33-1212A(1), (3).

²³² 105 ILCS 110/3.10(b)(2).

²³³ 105 ILCS 150/25.

²³⁴ 105 ILCS 5/22-80(h).

²³⁵ 105 ILCS 5/27-23.10.

²³⁶ 105 ILCS 5/10-20.61.

²³⁷ 105 ILCS 145/25.

²³⁸ 625 ILCS 5/6-106.1(a)(8), 105 ILCS 5/10-22.39(f); 105 ILCS 5/3-11.

²³⁹ 105 ILCS 5/34-18.8.

²⁴⁰ 105 ILCS 5/10-22.39(d).

²⁴¹ 5 ILCS 179/35.

²⁴² 105 ILCS 145/25 § 25(a).

Delegated care aides must be trained to perform the tasks necessary to assist a student with diabetes in accordance with his or her diabetes care plan. Said training must include instruction on how to do the following:

1. check blood glucose and record results;
2. recognize and respond to the symptoms of hypoglycemia according to the diabetes care plan;
3. recognize and respond to the symptoms of hyperglycemia according to the diabetes care plan;
4. estimate the number of carbohydrates in a snack or lunch;
5. administer insulin according to the student's diabetes care plan and keep a record of the amount administered; and
6. respond in an emergency, including administering glucagon and calling 911.²⁴³

The school district is responsible for coordinating the staff training. Initial training of a delegated care aide is provided by a licensed healthcare provider with expertise in diabetes or a certified diabetic educator and individualized by a student's parent or guardian. The law requires that training be consistent with the guidelines provided by the U.S. Department of Health and Human Services in the guide for school personnel entitled "Helping the Student with Diabetes Succeed". Training must be updated when the diabetes care plan is changed and at least annually. School nurses, where available, or other health care providers may provide technical assistance or consultation or both to a school's delegated care aides.²⁴⁴

Comparison to Pennsylvania:

- Pennsylvania requires a school district nurse, in consultation with the chief school administrator, to identify one individual to serve as a diabetes medication administer.
- The selected individual is required to take annual education modules on diabetes care management.²⁴⁵
- Illinois' mandate does not provide any statutory durational or frequency requirements but does provide greater detail on the content required to be in the training than Pennsylvania's mandate.

Sample Training Mandate Not Found in Pennsylvania

Human Immunodeficiency Virus Training. School counselors, nurses, teachers, school social workers, and other school personnel working with students are required to be trained on basic knowledge of matters relating to human immunodeficiency virus (HIV), including the nature of the infection, its causes and effects, detection and preventing its transmission, availability of appropriate sources of counseling and referral, and any other medically accurate information that is age and developmentally appropriate for such students. The Board of Education is tasked with supervising the training. The State Board of Education and the Department of Public Health must

²⁴³ 105 ILCS 145/25 § 25(b)(1)-(6).

²⁴⁴ 105 ILCS 145/25 § 25(c)-(e).

²⁴⁵ PSC § 1414.3(a)-(b); 24 P.S. § 14-1414.3(a)-(b).

collaborate to develop standards for such training.²⁴⁶ Pennsylvania does not have mandated training for school employees specifically related to HIV.

Indiana

Indiana requires training for school employees on topics including but not limited to sudden cardiac arrest,²⁴⁷ suicide prevention,²⁴⁸ bullying prevention,²⁴⁹ child abuse and neglect,²⁵⁰ human trafficking,²⁵¹ seizure training,²⁵² reading specialist training in dyslexia,²⁵³ school safety specialists,²⁵⁴ concussions,²⁵⁵ and heat preparedness.²⁵⁶

Sample Training Mandate Similar to Pennsylvania

Child Abuse and Neglect. Each school corporation, charter school, and state accredited nonpublic school in Indiana must require each school employee likely to have direct, ongoing contact with children within the scope of the employee's employment to attend or participate in training on child abuse and neglect. Training content must include the duty to report suspected child abuse or neglect and recognition of possible signs of child abuse or neglect.²⁵⁷

The training must count toward the requirements for professional development required by the governing body of the employee's school. In the event the state board does not require training to be completed as part of a teacher preparation program, the training must be during the school employee's contracted day or at a time chosen by the employee. The statute does not provide specific details on frequency or durational requirements.²⁵⁸

Comparison to Pennsylvania:

- Unlike Indiana, Pennsylvania law also provides express durational and frequency requirements for this training in statute - the requirement is three hours of mandatory training every five years.
- Pennsylvania's mandate also expressly extends to all employees and independent contractors of school entities.

²⁴⁶ 105 ILCS 5/34-18.8.

²⁴⁷ IC 20-34-8-9.

²⁴⁸ IC 20-28-3-6.

²⁴⁹ IC 20-26-5-34.2.

²⁵⁰ IC 20-28-3-4.5.

²⁵¹ IC 20-28-3-7.

²⁵² IC 20-28-3-9.

²⁵³ IC 20-35.5.

²⁵⁴ IC 5-2-10.1-11.

²⁵⁵ IC 20-34-7-6; IC 20-34-7-7.

²⁵⁶ IC 20-34-7-7.

²⁵⁷ IC 20-28-3-4.5(a).

²⁵⁸ IC 20-28-3-4.5(b)-(c).

- Pennsylvania allows school entities and independent contractors to provide the training through “internet or other distance communications systems.”
- Both Indiana and Pennsylvania expressly require content of the training to include recognition of the signs of abuse and sexual misconduct and reporting requirement.²⁵⁹

Sample Training Mandate Not Found in Pennsylvania

Human Trafficking. Indiana requires each school corporation and state accredited nonpublic school to mandate all school employees likely to have direct, ongoing contact with children within the scope of the employee’s employment to attend or participate in in-service training on the identification and reporting of human trafficking. The state board of education determines the way the training is provided. Said training counts toward the requirements for professional development required by the governing body or the equivalent authority for a state accredited nonpublic school.²⁶⁰

Iowa

In Iowa, staff development is required for appropriate school employees on various topics including diverse learners,²⁶¹ affirmative action,²⁶² bus driver training,²⁶³ child and dependent adult abuse,²⁶⁴ suicide prevention, intervention, and postvention and adverse childhood experiences,²⁶⁵ and dropout prevention and returning dropouts program.²⁶⁶

Sample Training Mandate Similar to Pennsylvania

Child and Dependent Adult Abuse. School employees in Iowa must complete two hours of training relating to the identification and reporting of child abuse. Said training must be completed within six months of initial employment or self-employment involving the examination, attending, counseling, or treatment of children on a regular basis.²⁶⁷

Within one month of initial employment or self-employment, an employee must obtain a statement of the abuse reporting requirements from the employee’s school. The employee must complete at least two hours of additional child abuse identification and reporting training every three years. If the employee completes at least one hour of additional child abuse identification

²⁵⁹ PSC § 1205.6(a)(1); 24 P.S. § 1205.6(a)(1).

²⁶⁰ IC 20-28-3-7.

²⁶¹ Iowa Admin. Code 281-12.7(256,284,284A).

²⁶² Iowa Admin. Code 281-95.4(256).

²⁶³ I.C.A. § 321.376.

²⁶⁴ I.C.A. § 232.69.

²⁶⁵ I.C.A. § 279.70.

²⁶⁶ I.C.A. § 257.38.c.

²⁶⁷ I.C.A. § 232.69.3.b.

and reporting training prior to the three-year expiration period, he or she will be deemed in compliance with the training requirements for an additional three years.²⁶⁸

Comparison to Pennsylvania:

- Pennsylvania law also provides express durational and frequency requirements for this training in statute - the requirement is three hours of mandatory training every five years.
- Pennsylvania's mandate also expressly extends beyond employees (which includes professional educators) to also include independent contractors of school entities.
- Pennsylvania allows school entities and independent contractors to provide the training through "internet or other distance communications systems."²⁶⁹

Sample Training Mandate Not Found in Pennsylvania

Dropout Prevention and Returning Dropouts Program. Iowa provides funding for a dropout prevention program. Goals, objectives, and activities of the program are to meet the needs of students identified as at risk, secondary students who attend alternative programs and alternative schools, or potential dropouts or returning dropouts. Staff in-service education design and training is a part of the program.²⁷⁰

Pennsylvania does have a statutory provision promoting the development of educational mentoring programs to provide positive adult role models to students and for the Department of Education to establish a dropout prevention grant program to reduce the number of school dropouts.²⁷¹ The program includes orientation and training of student mentors, but school entities are not required to apply to the program.²⁷² Instead, they may do so as an option.

Kansas

Kansas imposes a variety of training mandates on its school personnel. Some of these training mandates include bullying awareness and prevention,²⁷³ emergency safety interventions,²⁷⁴ youth suicide prevention coordinator,²⁷⁵ and concussion and school sport head injuries.²⁷⁶

²⁶⁸ *Ibid.*

²⁶⁹ P.S.C. § 1205.6(a)(1); 24 P.S. § 12-1205.6(a)(1).

²⁷⁰ I.C.A. § 257.38.c.

²⁷¹ P.S.C. § 2597.1; 24 P.S. § 25-2597.1

²⁷² *Ibid* § 2597.4; 25-2597.4(1)(ii).

²⁷³ K.S.A. 72-6147(c).

²⁷⁴ K.S.A. 72-6153(g)(1).

²⁷⁵ K.S.A. 75-772(b)(3).

²⁷⁶ K.S.A. 72-7119(e).

Sample Training Mandate Similar to Pennsylvania

Bullying Awareness and Prevention. The board of education of each school district in Kansas is required to adopt and implement a plan to address bullying either by any student, staff member or parent towards a student or by a student, staff member or parent towards a staff member on school property, in a school vehicle or at a school-sponsored activity or event. Kansas law requires that all plans include provisions for the training and education for staff members and students.²⁷⁷

Comparison to Pennsylvania:

- Bullying prevention training for school employees in Pennsylvania is more detailed statutorily. The statute provides durational and frequency requirements of two hours of training annually, whereas Kansas' mandate leaves the discretion of these details up to individual school districts.
- The training for bullying prevention in Pennsylvania is part of a list of topics such as suicide awareness, behavioral health awareness, and substance abuse awareness.²⁷⁸

Sample Training Mandate Not Found in Pennsylvania

Student Dropout Program. Like Iowa, Kansas also has required training for certain school employees regarding students at risk of dropping out of school. The Kansas Department of Education is required to provide training to address the characteristics and instructional needs of students at risk of school failure and most likely to drop out of school. The training must meet the specific needs of all certified and classified personnel depending on their relationship with such at-risk students. The training for instructional personnel must provide and enhance skills of personnel to

- Identify at-risk students early in elementary schools and potential dropouts in the middle and high schools;
- Plan specific instructional strategies to teach at-risk students;
- Improve the academic achievement of students at risk of school failure by providing individualized and extra instructional support;
- Involve parents as partners; and
- Significantly reduce the dropout rate of all students.²⁷⁹

Pennsylvania does have a statutory provision promoting the development of educational mentoring programs to provide positive adult role models to students and for the Department of Education to establish a dropout prevention grant program with the goal to reduce the number of school dropouts.²⁸⁰ The program includes orientation and training of student mentors, but in

²⁷⁷ K.S.A. 72-6147(c).

²⁷⁸ PSC § 1526(a)(2); 24 P.S. § 15-1526(a)(2).

²⁷⁹ KRS § 156.095(10).

²⁸⁰ PSC § 2597.1; 24 P.S. § 25-2597.1

Pennsylvania school entities have the option to apply for the program, but are not required to apply to do so.²⁸¹

Kentucky

Kentucky requires school employees and professional educators comply with training on topics including but not limited to professional development coordinators,²⁸² active shooter,²⁸³ seizure disorders,²⁸⁴ and suicide prevention.²⁸⁵

Sample Training Mandate Similar to Pennsylvania

Suicide Prevention. Starting with the 2018-2019 school year, Kentucky began requiring minimum of one hour of high-quality suicide prevention training annually. The training must include recognition of signs and symptoms of possible mental illness, which is required for all school district employees with job duties requiring direct contact with students in grades six (6) through twelve (12). The training must be provided either in person, by live streaming, or *via* a video recording and may be included in the four days of professional development.²⁸⁶

Comparison to Pennsylvania:

- Like Kentucky, Pennsylvania requires the training mandate only for those serving in buildings with grades six through twelve. However, Kentucky requires “all school district employees with job duties requiring direct contact with students in the aforementioned grades” (not just professional educators) to participate in the training.
- Both states provide durational and frequency requirements, but unlike Kentucky, Pennsylvania’s durational requirements for the training mandate are four hours every five years.²⁸⁷

Sample Training Mandate Not Found in Pennsylvania

Professional Development Coordinators. In Kentucky, each local school district superintendent must appoint a certified school employee to fulfill the role and responsibilities of a professional development coordinator. This coordinator must disseminate professional development information to schools and personnel. The coordinator also provides technical assistance to the council or the personnel that may include assisting with needs assessments,

²⁸¹ *Ibid* § 2597.4; 25-2597.4(1)(ii).

²⁸² KRS § 156.095.

²⁸³ KRS § 156.095(7).

²⁸⁴ KRS § 158.070(3)(b).

²⁸⁵ KRS § 156.095(6).

²⁸⁶ KRS § 156.095(6)(c.1).

²⁸⁷ PSC § 1526(a)(2); 24 P.S. § 15-1526(a)(2).

analyzing school data, planning and evaluation assistance, organizing districtwide programs requested by school councils or groups of teachers, or other coordination activities.²⁸⁸

The local district professional development coordinator is required to participate in the Kentucky Department of Education annual training program. The training program may include, but not be limited to, the demonstration of approaches to needs assessment and planning; strategies for implementing long-term, school-based professional development; strategies for strengthening teachers' roles in the planning, development, and evaluation of professional development; and demonstrations of model professional development programs. The training must include information about teacher learning opportunities regarding core content standards.²⁸⁹

Louisiana

In Louisiana, school employees are required to obtain training in a variety of topic areas within the scope of their positions in their respective school districts (or parishes). Many of the areas where training is required in Louisiana are like in most other states mentioned above. Training in Louisiana includes child abuse or neglect reporting,²⁹⁰ youth suicide prevention,²⁹¹ cultural competency,²⁹² autism,²⁹³ and in-service training programs.²⁹⁴

Sample Training Mandate Similar to Pennsylvania

Youth Suicide Prevention. Like Pennsylvania, Louisiana covers suicide prevention training for school personnel and others responsible for counseling or supervising student activities. Louisiana appears to require its state department of education to prescribe rules for establishing a youth suicide prevention program in local public-school systems. Public school systems can choose to establish such programs and if they do, said programs must include training for the above-mentioned school personnel.²⁹⁵

Comparison to Pennsylvania:

- Pennsylvania only requires professional educators serving students in grades six through twelve are required to participate in suicide awareness and prevention training, whereas Louisiana's applicability of the requirement for participating local school systems is broader.

²⁸⁸ KRS § 156.095(2).

²⁸⁹ KRS § 156.095(2)(b).

²⁹⁰ LSA-Ch.C. Art. 609.

²⁹¹ LSA-R.S. 17:282.4(B)(2)(c).

²⁹² LSA-R.S. 17:252.D.(1).

²⁹³ LSA-R.S. 46:1301.A.(1).

²⁹⁴ LSA-R.S. 17:24.1.

²⁹⁵ LSA-R.S. 17:282.4.

- Suicide prevention and awareness training in Pennsylvania provides express durational and frequency requirements of four hours of training every five years for professional educators serving the grades mentioned above. Louisiana leaves some discretion to the state's department of education and local school systems to determine the quantity of the training.²⁹⁶

Sample Training Mandate Not Found in Pennsylvania

Cultural Competency. Louisiana requires school master plans of city, parish, and other local public school boards to include pre-service and ongoing grade appropriate classroom management training for teachers, principals, and other appropriate school personnel regarding cultural competency and other behavioral-related topics.²⁹⁷

Maine

Maine requires training for public school employees that includes but is not limited to sexual harassment,²⁹⁸ bullying and cyberbullying,²⁹⁹ restraint and seclusion techniques,³⁰⁰ suicide prevention,³⁰¹ emergency administration of epinephrine autoinjectors,³⁰² and gender equity.³⁰³

Sample Training Mandate Similar to Pennsylvania

Bullying and Cyberbullying. School entities in Maine are required to implement a bullying and cyberbullying prevention and reporting policy. The policy also requires that a school administrative unit provide professional development and staff training in the best approaches to implementing the policy.

Comparison to Pennsylvania:

- The bullying prevention training statute in Pennsylvania provides durational and frequency requirements of two hours of training annually.
- Bullying training in Maine expressly covers cyberbullying.
- The training for bullying prevention in Pennsylvania is part of a list of topics such as suicide awareness, behavioral health awareness, and substance abuse awareness.³⁰⁴

²⁹⁶ PSC § 1526(a)(2); 24 P.S. § 15-1526(a)(2).

²⁹⁷ LSA-R.S. 17:252.D.(1).

²⁹⁸ 26 M.R.S.A. § 807.3.

²⁹⁹ 20-A M.R.S.A. § 6554.9.

³⁰⁰ 20-A M.R.S.A. § 4014.4.

³⁰¹ 05-071 C.M.R. ch. 38, § 2.

³⁰² 22 M.R.S.A. § 2150-G(4).

³⁰³ 20-A M.R.S.A. § 256.1.

³⁰⁴ 24 P.S. § 15-1526(a)(2).

Sample Training Mandate Not Found in Pennsylvania

Gender Equity. Though statutory law does not provide many details on the training necessary, Maine statutory law requires the state's commissioner of education to prepare and deliver to the governor and legislature an annual report on the status of public education in the state regarding any suggestions and recommendations to improve public education. The law further provides that the annual report must also include a description of the activities and accomplishments of the state board. In addition, the report must include a listing of requests by school districts for affirmative action workshops and an assessment of the department's ability to meet past and projected demand for in-service training related to affirmative action or gender equity.³⁰⁵ Pennsylvania does not have any training mandates relating to gender equity.

Maryland

Maryland requires a wide range of training for its school employees. Some of these training requirements include topics such as school resources officers,³⁰⁶ youth suicide risk,³⁰⁷ bullying, harassment, and intimidation,³⁰⁸ seizures,³⁰⁹ gang prevention, intervention, and suppression,³¹⁰ and positive behavioral intervention.³¹¹

Sample Training Mandate Similar to Pennsylvania

Youth Suicide Risk. All certificated school personnel who have direct contact with students on a regular basis must complete training on or before December 1 each year, by a method determined by each county board, in the skills required to

1. Understand and respond to youth suicide risk;
2. Identify professional resources to help students in crisis;
3. Recognize student behavioral health issues;
4. Recognize students experiencing trauma or violence out of school and refer students to behavioral health services; and
5. If the school is a community school, support any students needing the services at a community school.³¹²

The training must be provided during an in-service program or professional development requirement that may be met during time designated for professional development.³¹³

³⁰⁵ *Ibid.*

³⁰⁶ MD Code, Education, § 7-1508(b)(1)(i).

³⁰⁷ MD Code, Education, § 6-122.

³⁰⁸ MD Code, Education, § 7-424.1(g).

³⁰⁹ MD Code, Education, § 7-450(b)(1).

³¹⁰ MD Code, Education, § 7-424.2(g).

³¹¹ MD Code, Education, § 7-1107.

³¹² MD Code, Education, § 6-122(a)(1)-(5).

³¹³ MD Code, Education, § 6-122(b).

Comparison to Pennsylvania:

- Pennsylvania requires only professional educators serving students in grades six through twelve are required to participate in suicide awareness and prevention training. Maryland's requirements have broader applicability to all certified school personnel (teachers, administrators, etc.).
- Suicide prevention and awareness training in Pennsylvania provides express durational requirements of four hours of training every five years for professional educators serving the grades mentioned above. Maryland leaves some discretion to the local school systems to determine the quantity and method of the training.³¹⁴
- Pennsylvania is not as specific regarding details of training content as Maryland. Maryland includes a list of skills that must be taught in training programs.

Sample Training Mandate Not Found in Pennsylvania

Gang Prevention, Intervention, and Suppression. Each local school system in Maryland is required to develop educational programs to address gangs, gang activity, and other similar illegal group behavior in schools. To do so, the school must adopt an educational gang awareness program for students, staff, volunteers, and parents and a teacher and administrator development program that provides training to teachers and administrators to implement the policy or regulations.³¹⁵

Massachusetts

Massachusetts requires a significant level of training for its educational professionals and school personnel. Massachusetts also requires school personnel to complete training in care and protection of children under 18,³¹⁶ physical restraint guidelines,³¹⁷ and bullying and cyberbullying.³¹⁸

The Commonwealth of Massachusetts Executive Office of Labor and Workforce Development Department of Labor Standards issued guidance "Employee Training Requirements for Schools" in 2018.³¹⁹ The chart listed training requirements for athletics; cafeteria; crossing guard; facility maintenance, electricians, custodians; nurse; teachers and aides; and theater department. Facility maintenance, electricians, custodians; teachers and aides; and theater department are mandated to receive portable ladder training.³²⁰

³¹⁴ PSC § 1526(a)(2); 24 P.S. § 15-1526(a)(2).

³¹⁵ MD Code, Education, § 7-424.2(g)(1)-(2).

³¹⁶ M.G.L.A. 119 §51A.

³¹⁷ M.G.L.A. 71 § 37G(c).

³¹⁸ M.G.L.A. 7 §370.

³¹⁹ "Employee Training Requirements for Schools," *The Commonwealth of Massachusetts Executive Office of Labor and Workforce Development Department of Labor Standards*, accessed October 27, 2022, <https://www.mass.gov/files/documents/2018/06/29/Safety%20Training%20Requirements%20for%20SCHOOLS%202018.pdf>.

³²⁰ *Ibid.*

Sample Training Mandate Similar to Pennsylvania

Bullying and Cyberbullying. Bullying and cyberbullying prevention plans must be developed in Massachusetts in school districts, charter schools, approved private day or residential schools and collaborative schools. These plans must include a provision for ongoing professional development to build the skills of all staff members, including, but not limited to, educators, administrators, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities and paraprofessionals, to prevent, identify and properly respond to bullying.³²¹

Professional development content must include, but not be limited to: (i) developmentally appropriate strategies to prevent bullying incidents; (ii) developmentally appropriate strategies for immediate, effective interventions to stop bullying incidents; (iii) information regarding the complex interaction and power differential that can take place between and among a perpetrator, victim and witnesses to the bullying; (iv) research findings on bullying, including information about students who have been shown to be particularly at risk for bullying in the school environment; (v) information on the incidence and nature of cyber-bullying; and (vi) internet safety issues as they relate to cyber-bullying.³²²

The Massachusetts Department of Education is tasked with identifying and offering information on alternative methods for fulfilling the professional development requirements for this training. At least one of these alternative methods must be available at no cost to school districts, charter schools, approved private day or residential schools and collaborative schools.³²³

Comparison to Pennsylvania:

- The bullying prevention training statute in Pennsylvania provides durational and frequency requirements of two hours of training annually.
- Bullying training in Massachusetts has more detail as to the content that must be present in the training and expressly covers cyberbullying.
- The training for bullying prevention in Pennsylvania is part of a list of topics such as suicide awareness, behavioral health awareness, and substance abuse awareness.³²⁴

Sample Training Mandate Not Found in Pennsylvania

Use of Physical Restraints. The state board of education promulgated regulations regarding the use of physical restraint for students. Such regulations do not preclude any teacher or employee or agent of the school from using reasonable force to protect pupils, other persons, and themselves from an assault by a pupil. However, the regulations require training of all personnel authorized to administer any forms of restraint.

³²¹ M.G.L.A. 71 § 37O(d)(4).

³²² *Ibid.*

³²³ *Ibid.*

³²⁴ 24 P.S. § 15-1526(a)(2).

As noted previously, Pennsylvania requires positive, rather than negative, measures form the basis of behavior support for students. Restraints may be used in Pennsylvania to control acute or episodic aggressive or self-injurious behavior only when the student is acting in a manner that is a clear and present danger to himself, to other students or to employees, and only when less restrictive measures and techniques have proven to be or are less effective. School entities must train personnel for the use of specific procedures, methods, and techniques, and for having a written policy and procedures on the use of positive behavior support techniques. Schools must obtain parental consent prior to the use of restraints or intrusive procedures in Pennsylvania.

Michigan

Michigan requires many mandated trainings, including monthly fire drills,³²⁵ seclusion,³²⁶ leadership institute for school board members and a principal leadership academy,³²⁷ performance evaluation for school administrators,³²⁸ bilingual instruction programs,³²⁹ epinephrine auto-injector,³³⁰ administering medications,³³¹ early literacy and reading skills,³³² suicide prevention,³³³ antibullying,³³⁴ suspected child abuse or neglect,³³⁵ professional development for teachers and counselors.³³⁶ Michigan has many training mandates related to workplace safety as well.

Sample Training Mandate Similar to Pennsylvania

Epinephrine Auto-injectors. At the start of the 2014-2015 school year, Michigan began requiring that school boards ensure that, in each school they operate with an instructional and administrative staff of at least 10, there are at least two employees at the school who have been trained in the appropriate use and administration of an epinephrine auto-injector. Further, the law requires that in each school a school board operates with an instructional and administrative staff of fewer than 10, there is at least one employee at the school, trained in the appropriate use and administration of an epinephrine auto-injector. The training must be conducted under the supervision of, and must include evaluation by, a licensed registered professional nurse.³³⁷

³²⁵ M.C.L.A. § 29.19.

³²⁶ M.C.L.A. § 380.1307g.

³²⁷ M.C.L.A. § 380.1525.

³²⁸ M.C. L.A. § 380.1249b.

³²⁹ M.C.L.A. § 380.1157.

³³⁰ M.C.L.A. § 380.1179a.

³³¹ M.C.L.A. § 380.1178a.

³³² M.C.L.A. § 388.1635a.

³³³ M.C.L.A. § 380.1171.

³³⁴ M.C.L.A. § 380.1210b.

³³⁵ M.C. L.A. § 722.623.

³³⁶ M.C.L.A. § 380.1233.

³³⁷ M.C.L.A. § 380.1179a(2).

Comparison to Pennsylvania:

- Pennsylvania requires that school employees authorized to administer epinephrine auto-injectors receive training that is developed and implemented by the Pennsylvania Department of Health.³³⁸
- Like Michigan, Pennsylvania's mandate does not provide specific detail on what the content of the training must be or the frequency or duration to which courses must be completed.

Sample Training Mandate Not Found in Pennsylvania

Principal Leadership Academy. Michigan requires that a principal leadership academy be established by the state department of education in collaboration with statewide associations of school principals. The principal leadership academy is essentially a training academy for school principals conducted by other school principals who have a record of demonstrated success in improving their students' performance. Training conducted in the academy must include all aspects of successful school leadership, including at least all the following:

1. Strategies for increasing parental involvement.
2. Strategies for engaging community support and involvement.
3. Creative problem-solving.
4. Financial decision-making.
5. Management rights and techniques.
6. Other strategies for improving school leadership to achieve better pupil performance.³³⁹

Michigan gives the state board wide discretion over the academy to disapprove state funding for proposed professional development that the state board finds not to be in furtherance of core academic curriculum needs; not constituting serious, informed innovation; to be of generally inferior overall quality or depth; or not to be in compliance with the requirements of the law.³⁴⁰

Pennsylvania has training requirements and professional development for administrators and principals; however, there is no formal principal's training academy.

³³⁸ PSC § 1414.2(a)-(e); 24 P.S. § 14-1414.2(a)-(e).

³³⁹ M.C.L.A. 380.1525(1)(d).

³⁴⁰ M.C.L.A. 380.1525(2).

Minnesota

Minnesota requires certain training for school personnel and professional educators and administrators that includes but is not limited to school finance and management,³⁴¹ charter schools board member training,³⁴² child sexual abuse prevention,³⁴³ Drug Abuse Resistance Education Program training for peace officers to teach this curriculum,³⁴⁴ boiler operation training for a custodial school engineer,³⁴⁵ concussion procedures,³⁴⁶ safety of school children (training for peace officer and driver training programs),³⁴⁷ seizures,³⁴⁸ and new teacher mentorship and retention of effective teachers.³⁴⁹

Sample Training Mandate Similar to Pennsylvania

Concussion Procedures. All appropriate sport's governing bodies for school athletics in Minnesota must provide access to the Concussion in Youth Sports online training program available on the Centers for Disease Control and Prevention website. Each school coach and official involved in youth athletic activities are required to receive initial online training and online training at least once every three school years thereafter.³⁵⁰

Comparison to Pennsylvania:

- Coaches in Pennsylvania are required to take training courses on brain injuries and concussions.³⁵¹
- Like Minnesota. Pennsylvania provides express frequency requirements for concussion and brain injury training. Specifically, coaches of athletic activity must complete a concussion management certification training course offered by the Centers for Disease Control and Prevention once annually. There does not appear to be an hours-requirement for the course.³⁵²
- Pennsylvania law also requires school entities to offer a cardiopulmonary resuscitation training (CPR) class on the school premises no less than once every three years.³⁵³ However, the course must only be offered as an option to all employees of a school entity.

³⁴¹ M.S.A. § 123B.09, Subd. 2.

³⁴² M.S.A. § 124E.07.

³⁴³ M.S.A. § 120B.234.

³⁴⁴ M.S.A. § 299A.33.

³⁴⁵ M.S.A. § 326B.974.

³⁴⁶ M.S.A. § 121A.38.

³⁴⁷ M.S.A. § 169.446.

³⁴⁸ M.S.A. § 121A.24.

³⁴⁹ M.S.A. § 122A.70.

³⁵⁰ M.S.A. § 121A.38.

³⁵¹ Safety in Youth Sports Act, Act of November 9, 2011 (P.L.411, No.101) (hereinafter "SYSA"), § 3(a), (e); 24 P.S. § 5321(a), (e).

³⁵² *Ibid.*

³⁵³ P.S. § 1205.4(a)-(b); 24 P.S. § 12-1205.4(a)-(b).

Sample Training Mandate Not Found in Pennsylvania

Charter Schools Board Member Training. Minnesota requires every charter school board member to attend annual training throughout the member's term. All new board members must attend initial training on the board's role and responsibilities, employment policies and practices, and financial management. New members who do not begin the required initial training within six months after being seated on the board and complete the training within 12 months after being seated are automatically ineligible to continue to serve on the board. Each charter school must include in its annual report a list of the training each board member attended during the previous year.³⁵⁴

Mississippi

Mississippi requires training for its school personnel in a variety of topics such as basic training and education,³⁵⁵ underperforming schools,³⁵⁶ child abuse,³⁵⁷ student nutrition,³⁵⁸ and asthma management.³⁵⁹

Sample Training Mandate Similar to Pennsylvania

Student Nutrition. The Office of Healthy Schools of Mississippi's Department of Education provides comprehensive training for superintendents, business managers, food service directors and food service managers of a local school district, or their designees for training purposes. The training involves the marketing of healthy foods, creation of a healthy cafeteria environment, effective and efficient food service operations, standards and expectations of food service staff, and other topics as identified by the department. The Department of Education may determine the time and location of the training and their frequency. Individuals employed by a local school district who are certified as a Food Service Administrator III or IV are exempt from the training requirements.³⁶⁰

Comparison to Pennsylvania:

- The Pennsylvania Department of Agriculture provides for the inspection of food service at a school and for the training of school food service personnel. Upon request, the department must provide training to school food service personnel or inspections of a food service at a school located in areas in which the department is not the licensor.³⁶¹

³⁵⁴ M.S.A. § 124E.07, Subd. 7.

³⁵⁵ Miss. Code Ann. § 37-7-306.

³⁵⁶ Miss. Code Ann. § 37-3-46.

³⁵⁷ Miss. Code Ann. § 97-5-51.

³⁵⁸ Miss. Code. Ann. § 37-13-137.

³⁵⁹ Miss. Code Ann. § 37-11-71(8).

³⁶⁰ Miss. Code. Ann. § 37-13-137.

³⁶¹ 3 Pa.C.S. § 5707(b)(1).

- Officials of schools and organized camps must cooperate with the department in the conduct of cafeteria health and safety inspections and must participate in inspection services and training programs made available by the department in areas where the department is the licensor.³⁶²

Sample Training Mandate Not Found in Pennsylvania

Underperforming Schools. The Mississippi State Department of Education, regarding any school within a school district or any school district not meeting adequate performance of accreditation standards, must provide to local school districts, or specific schools within those districts, financial, training, and other assistance to implement and maintain a state program of educational accountability and assessment of performance. The department must also provide technical assistance and training in the development, implementation and administration of a personnel appraisal and compensation system for all school employees. In addition, the department is required to provide technical assistance in the development, implementation and administration of programs designed to keep children in school voluntarily and to prevent dropouts. Schools or school districts receiving assistance from the State Department of Education for this purpose must implement any training, programs, and any other requirements.³⁶³

Missouri

Missouri training mandates for school personnel and professional educators and administrators include topics such as district discipline codes,³⁶⁴ school violence,³⁶⁵ disciplining students with disabilities,³⁶⁶ confidentiality of student records,³⁶⁷ and mandatory reporting of child abuse and neglect.³⁶⁸

Sample Training Mandate Similar to Pennsylvania

Child Abuse and Neglect Reporting. The school board of each school district and the governing body of each charter school is required to adopt and implement training guidelines and an annual training program for all school employees who are mandatory reporters of child abuse or neglect.³⁶⁹

Training must include a component that provides up-to-date and reliable information on identifying signs of sexual abuse in children and danger signals of potentially abusive relationships between children and adults. The training must highlight the importance of mandatory reporting

³⁶² 3 Pa.C.S. § 5713.

³⁶³ Miss. Code Ann. § 37-3-46.

³⁶⁴ RSMo. § 160.261.1.

³⁶⁵ *Ibid.*

³⁶⁶ *Ibid.*

³⁶⁷ *Ibid.*

³⁶⁸ RSMo. § 162.069.

³⁶⁹ V.A.M.S. 162.069.2.

of abuse and the obligation of mandated reporters to report suspected abuse by other mandated reporters. The training must also demonstrate how to establish trust so that students feel comfortable discussing matters related to abuse. In addition, the training must emphasize that all mandatory reporters must, upon finding reasonable cause, directly and immediately report suspected child abuse or neglect and no person making a report is subject to any sanction, including any adverse employment action.³⁷⁰

Comparison to Pennsylvania:

- Pennsylvania law also provides express durational requirements for this training in statute - the requirement is three hours of mandatory training every five years. Missouri's law does not expressly specify any durational requirements per the statute. This may be left to the discretion of each individual district.
- Pennsylvania's mandate also expressly extends beyond employees to also include independent contractors of school entities.
- Pennsylvania allows school entities and independent contractors to provide the training through "internet or other distance communications systems."³⁷¹
- Pennsylvania's mandate is less detailed about the content of a training program.

Sample Training Mandate Not Found in Pennsylvania

Disciplining Students with Disabilities. All school employees must annually receive instruction related to disciplining students with disabilities and instruction in the necessity and requirements for confidentiality.³⁷²

Montana

Montana has several similar state-imposed training mandates on school employees and professionals. While many of these training mandates cover a lot of the same topics as those required in Pennsylvania, there are some key distinctions in many of Montana's requirements. School employee training mandates addressed under Montana statutory law cover a variety of topics including but not limited to the following: youth suicide awareness and prevention training,³⁷³ emergency use of opioid antagonists in school settings,³⁷⁴ first aid training,³⁷⁵ school bus driver training,³⁷⁶ annual instructional and professional development,³⁷⁷ teaching deaf

³⁷⁰ V.A.M.S. 162.069.3.

³⁷¹ PSC § 1205.6(a)(1); 24 P.S. § 12-1205.6(a)(1).

³⁷² RSMo. § 160.261.1.

³⁷³ MCA 20-7-1310.

³⁷⁴ MCA 20-5-426.

³⁷⁵ MCA 20-7-1315.

³⁷⁶ MCA 20-10-103.

³⁷⁷ MCA 20-4-304.

children,³⁷⁸ training for the use of epinephrine in school settings,³⁷⁹ concussion education training,³⁸⁰ and traffic education instructors.³⁸¹

Sample Training Mandate Similar to Pennsylvania

School Bus Drivers. A driver of a school bus must be a holder of a commercial driver's license to operate a school bus designed to carry more than 10 passengers or a holder of a Montana driver's license to operate a school bus designed to carry 10 or fewer passengers. A driver must file with the district a satisfactory medical examination report, on a form approved by the U.S. Department of Transportation, signed by any physician licensed in the U.S. or, if acceptable to an insurance carrier, any licensed physician.³⁸²

School bus drivers in Montana must also complete a basic first aid course and hold a valid basic first aid certificate from an authorized instructor. The issuance of the certificate is governed by rules established by the superintendent of public instruction, provided that the rules may suspend this requirement for a reasonable period if there has been an inadequate opportunity for securing the basic first aid course and certificate.³⁸³

A driver must comply with any other qualifications established by the board of public education. A driver must file with the county superintendent a certificate from the trustees of the district for which the school bus is to be driven, certifying compliance with the driver qualifications required by law.³⁸⁴

Comparison to Pennsylvania:

- In addition to complying with federal training requirements for school bus driver supervisors, Pennsylvania has established a basic school bus driver training program through its Department of Transportation.
- The department provides standards and a basic course and a refresher course for school bus drivers. The courses must be conducted by school districts or groups of school districts or any State or Federal transportation association of school bus operators designated by the school district on a continuing basis, with the costs and responsibility for completion of the training to be borne by the school district or private or parochial school for which the drivers operate.³⁸⁵
- In Pennsylvania, every school bus driver must also pass a physical and visual examination.³⁸⁶
- There is no express language in Pennsylvania statute specifically requiring a first aid course for school bus drivers.

³⁷⁸ MCA 20-8-120.

³⁷⁹ MCA 20-5-421.

³⁸⁰ MCA 20-7-1303.

³⁸¹ MCA 20-7-502.

³⁸² MCA 20-10-103(3)(a)-(b), (4).

³⁸³ MCA 20-10-103(5).

³⁸⁴ MCA 20-10-103(7).

³⁸⁵ Vehicle Code, Act of June 17, 1976 (P.L.162, No. 81) (hereinafter "VC"), § 1; 75 Pa. C.S. § 1509(c).

³⁸⁶ *Ibid* § 1509(b).

Sample Training Mandate Not Found in Pennsylvania

Traffic Education. Montana has legal training requirements for teachers in school districts serving as traffic instructors. Specifically, Montana law requires the superintendent of public instruction to

1. Develop, administer, and supervise a program of instruction in traffic education.
2. Establish basic course requirements in instruction for traffic education.
3. Establish the qualifications for a teacher of traffic education.
4. Approve teachers of traffic education when the teachers are qualified.
5. Establish criteria for traffic education course approval based on the basic course requirements, teacher of traffic education qualifications, and the requirements of law.
6. Approve traffic education courses when the courses meet the criteria for approval, including a commercially available private traffic education course.
7. Promulgate a policy for the distribution of the traffic education money to approved traffic education courses and annually order the distribution of the proceeds of the traffic education account in the manner required by law.
8. Assist districts with the conduct of traffic education.
9. Periodically conduct onsite driver education program reviews.
10. Establish any alternative course requirements necessary to allow a district to provide an online or distance learning classroom component for a traffic education course.
11. Establish any alternative course requirements necessary to allow the student's parents or guardian to instruct the student in the hands-on driving component of a traffic education course.³⁸⁷

Nebraska

School employees in Nebraska have state training requirements they must comply with to stay employed in their respective school. Nebraska state law covers many different types of training such as dating violence education,³⁸⁸ dyslexia instruction training,³⁸⁹ seizure rescue,³⁹⁰ mental health first aid,³⁹¹ school threat assessment,³⁹² suicide awareness and prevention,³⁹³ and concussion and brain injury recognition training.³⁹⁴

³⁸⁷ MCA 20-7-502.

³⁸⁸ Neb. Rev. St. § 79-2,142.

³⁸⁹ Neb. Rev. St. § 79-11,158.

³⁹⁰ Neb. Rev. St. § 79-3203.

³⁹¹ Neb. Rev. St. § 79-11, 160(1)-(2).

³⁹² Neb. Rev. St. § 79-3105.

³⁹³ Neb. Rev. St. § 79-2,146.

³⁹⁴ Neb. Rev. St. § 71-9104(1)(a).

Sample Training Mandate Similar to Pennsylvania

Threat Assessment. Nebraska law provides mandates for threat assessment training teams within public and non-public schools. Under Nebraska’s School Safety and Security Reporting System Act, the state’s department of education is required to provide training for members of any threat assessment team serving a public or nonpublic school. The training must provide the knowledge and skill to allow threat assessment teams to work collaboratively to “conduct threat assessments, engage in crisis intervention, increase awareness of concerning behavior among school staff, students, and the public...”³⁹⁵ The training must also teach team members how to properly interrupt violence in the planning stage to thwart any potential harm to persons and property.³⁹⁶

Comparison to Pennsylvania:

- Pennsylvania law requires a school entity to establish at least one team “for the assessment of an intervention with students whose behavior may indicate a threat of safety of the student, other students, school employees, school facilities, the community, or others.”³⁹⁷ Team members must undergo specific mandated training.
- Pennsylvania’s statutory provisions regarding threat assessment teams are more specific.
- For both Pennsylvania and Nebraska, the statute prescribing the training requirements appears to focus on content and subject areas as opposed to the number of hours required for such training and their frequency.

Sample Training Mandate Not Found in Pennsylvania

Mental Health First Aid. Nebraska offers teachers and other school personnel the opportunity to become certified in mental health first aid. The State Department of Education established a mental health first aid training program for teachers and other personnel employed by a school district or an educational service unit participating in a specific grant. The training is delivered by trainers certified by a national organization for behavioral health to provide training.³⁹⁸

The program is designed to provide an opportunity for teachers and other designated personnel to complete the training necessary to become certified by a national organization for behavioral health to provide mental health first aid training to other teachers and designated personnel. Mental health first aid training includes training on:

1. The skills, resources, and knowledge necessary to assist students in crisis to connect with appropriate local mental health care services.

³⁹⁵ Neb. Rev. St. § 79-3105.

³⁹⁶ *Ibid.*

³⁹⁷ PSC § 1302-E(a)(1); 24 P.S. § 13-1302-E(a)(1).

³⁹⁸ Neb. Rev. St. § 79-11, 160(1)-(2).

2. Mental health resources, including the location of local community mental health centers.
3. Action plans and protocols for referral to such resources.³⁹⁹

Participants in mental health first aid training must also receive instruction in preparation to safely de-escalate crisis situations; recognize the signs and symptoms of mental illness, including such psychiatric conditions as major clinical depression and anxiety disorders; and timely refer a student to mental health services in the early stages of the development of a mental disorder.⁴⁰⁰ The training does not appear to have any durational or frequency requirements prescribed by statute. The training is also not mandated.

Pennsylvania does not mandate mental health first aid training for school employees; however, the Commonwealth does require grants to be offered to schools to provide school professionals with training to undertake a districtwide assessment of risk factors that increase the likelihood of problem behaviors among students, as well as reviewing best practices for providing appropriate mental health assistance to students who may need it.⁴⁰¹ Pennsylvania also addresses training related to issues of mental health on topics such as suicide prevention, bullying prevention, and other topics.

Nevada

Nevada has both unique and commonly enacted (among Pennsylvania and other states) training mandates for its school employees and educational professionals. School employee training mandates found within Nevada include but are not limited to professional development training,⁴⁰² dyslexia instruction training,⁴⁰³ early literacy training,⁴⁰⁴ interaction with parents training,⁴⁰⁵ principal-teacher work collaboration training,⁴⁰⁶ race discrimination, bullying, cyberbullying, gender expressions, and autism instruction training.⁴⁰⁷

Sample Training Mandate Similar to Pennsylvania

Race Discrimination, Bullying, Cyberbullying, Gender Expressions, and Students with Autism or other Disabilities. Nevada law requires its Department of Education, in consultation with persons who possess knowledge and expertise in discrimination based on race, bullying and cyber-bullying, to establish a program of training

³⁹⁹ Neb. Rev. St. § 79-11, 160(3)(a)-(c).

⁴⁰⁰ Neb. Rev. St. § 79-11, 160(4)(a)-(c).

⁴⁰¹ PSC § 1306-B(9), (27); 24 P.S. § 13-1306-B(9), (27).

⁴⁰² N.R.S. 391A.370.2.-3.

⁴⁰³ N.R.S. 388.445.

⁴⁰⁴ N.R.S. 391A.125.

⁴⁰⁵ *Ibid.*

⁴⁰⁶ N.R.S. 391A.380.

⁴⁰⁷ N.R.S. 388.1342.1.

1. On methods to prevent, identify and report incidents of discrimination based on race, bullying, and cyber-bullying for members of the State Board.
2. On methods to prevent, identify, and report incidents of discrimination based on race, bullying, and cyber-bullying for the members of a governing body.
3. For school district and school personnel to assist those persons with carrying out their powers and duties.
4. For school district and school personnel in the prevention of violence and suicide, including, without limitation, violence and suicide associated with discrimination based on race, bullying, and cyber-bullying, and appropriate methods to respond to incidents of violence or suicide. Such training must include, without limitation, instruction concerning the identification of:
 - a. Appropriate mental health services at the school and in the community in which the school is located and how and when to refer pupils and their families for such services; and
 - b. Other persons and organizations in the community in which the school is located, including, without limitation, religious and other nonprofit organizations, that may be able to assist with the response to a suicide.
 - b. For school district and school personnel concerning the needs of persons with diverse gender identities or expressions.
 - c. For school district and school personnel concerning the needs of pupils with disabilities and pupils with autism spectrum disorder.⁴⁰⁸

All school administrators must complete the program of training established above within 90 days after becoming an administrator and at least once every three years thereafter, and at least once during any school year within which the program of training is revised or updated. Nevada school boards may allow other school personnel to attend the training specified for school district personnel during regular school hours.⁴⁰⁹ There does not appear to be any express hour requirement for the completion of the training program.

Comparison to Pennsylvania:

- Pennsylvania does have durational and frequency requirements, specifically the law requires that every school employee complete a minimum of two hours of bullying prevention annually and four hours of suicide awareness and prevention training every five years for professional educators serving grades six through twelve.
- Pennsylvania law allows flexibility for the method of training permitted for compliance. For instance, said training can be completed through the Internet or other distance communication systems.⁴¹⁰
- Pennsylvania does not address race discrimination and gender expressions in its mandates training requirements.

⁴⁰⁸ N.R.S. 388.1342.1.(a)-(f).

⁴⁰⁹ N.R.S. 388.1342.4.(a)-(c), 6.

⁴¹⁰ PSC § 1310-B(a)(i)(3); 24 P.S. § 13-1310-B(a)(i)(3).

Sample Training Mandate Not Found in Pennsylvania

Training Compliance. A unique fixture within Nevada’s education system worth noting is the Office for a Safe and Respectful Learning Environment (OSRLE). The OSRLE is required to assure compliance with various educational training mandates. Among other things, the office is intended to support the development of an inventory of what training has been provided across the state in accordance with the law. The OSRLE also offers or facilitates training in various categories including behavioral health, equity, state mandated trainings, and special topics and leadership consultation.⁴¹¹

Pennsylvania does not appear to have a specific, designated office, established by statute, for the purpose of ensuring training compliance for school district employees and inventorying the training attended by said employees. It should be noted; however, that Pennsylvania law requires its Department of Education to establish a system for maintaining records of credits and hours of continuing professional education successfully completed by professional educators. The school entity must notify the department when educators have completed their requirements and the department is required to notify non-compliant educators of the number of credits needed for full compliance.⁴¹² It should be noted; however, that most of the record keeping and information-gathering of educator credits occurs at the local school districts. Some individual school districts within Pennsylvania have established offices or staff positions tasked with tracking and archiving teacher compliance with continuing educational requirements and professional development.

New Hampshire

New Hampshire requires school employee compliance with training mandates in a variety of different topics, including dyslexia instruction,⁴¹³ emergency drills,⁴¹⁴ bullying and cyberbullying recognition and prevention,⁴¹⁵ suicide awareness and prevention education,⁴¹⁶ and school volunteers.⁴¹⁷

Sample Training Mandate Similar to Pennsylvania

Bullying and Cyberbullying Prevention. Like Pennsylvania, New Hampshire has mandatory training for school employees, regular school volunteers, or employees of a company under contract to a school, school district, or chartered public school who have significant contact with pupils for the purpose of preventing, identifying, responding to, and reporting incidents of bullying or cyberbullying. New Hampshire law also requires educational programs for pupils and

⁴¹¹ N.R.S. 388.132; State of Nevada Department of Education, “The Office for a Safe and Respectful Learning Trainings,” <https://doe.nv.gov/SafeRespectfulLearning/Trainings/>, last accessed on August 31, 2022.

⁴¹² PSC § 1205.2(g)-(h); 24 P.S. § 12-1205.2(g)-(h).

⁴¹³ N.H. Rev. Stat. § 200:61.1.(a).

⁴¹⁴ N.H. Rev. Stat. § 189:64.VI.(a).

⁴¹⁵ N.H. Rev. Stat. § 193-F:5(a).

⁴¹⁶ N.H. Rev. Stat. § 193-J:2.

⁴¹⁷ N.H. Rev. Stat. § 186:59.

parents in preventing, identifying, responding to, and reporting incidents of bullying or cyberbullying.⁴¹⁸

Comparison to Pennsylvania:

- Pennsylvania’s training requirements for bullying prevention are coupled with suicide awareness training and substance use awareness.
- Pennsylvania law provides express durational and frequency requirements for such training – specifically, all school employees must complete at least two hours annually.
- Training requirements in Pennsylvania expressly require in-person participation.
- Pennsylvania’s training appears to apply only to school employees, while New Hampshire’s requirements apply to all school volunteers, employees, and independent contractors.
- Pennsylvania’s requirements are more specific overall and permit employees to use their training as credit toward their continuing education requirements.⁴¹⁹

Sample Training Mandate Not Found in Pennsylvania

Reading Recovery Program. New Hampshire established a reading recovery training program to provide reading recovery training to all eligible first-grade teachers. The state’s department of education administers the reading recovery training program in accordance with the program requirements outlined in the Guidelines and Standards for the North American Reading Recovery Council. Each biennium, the department provides training needs for the participating local districts and must also provide continuing education to teachers who have completed the initial training. Local districts are responsible for all salaries, benefits, and materials for local reading recovery teachers during program training and implementation. Unless excused by the department, a teacher who completes reading recovery training must agree to provide reading recovery programs to New Hampshire students for at least 2 years following such training. It should be noted, this program training is only mandated for teachers in participating districts.⁴²⁰

New Jersey

New Jersey law addresses training mandates for school employees and administrators in many different topics such as general professional development,⁴²¹ teacher professional development,⁴²² school leader professional development,⁴²³ safe school resource officers and

⁴¹⁸ N.H. Rev. Stat. § 193-F:5.

⁴¹⁹ PSC § 1310B(a)(1); 24 P.S. § 13-1310B(a)(1).

⁴²⁰ N.H. Rev. Stat. § 186:70.

⁴²¹ N.J.A.C. 6A:9C-3.2.

⁴²² N.J.A.C. 6A:9C-4.4.

⁴²³ N.J.A.C. 6A:9C-4.3.

staff,⁴²⁴ bullying, harassment, and intimidation prevention,⁴²⁵ epinephrine administration,⁴²⁶ emergency administration of glucagon,⁴²⁷ fire and school security drills,⁴²⁸ handling of sudden cardiac events,⁴²⁹ youth suicide awareness and prevention,⁴³⁰ ethics for school leaders,⁴³¹ and dyslexia screening and accommodation.⁴³²

Sample Training Mandate Similar to Pennsylvania

General Professional Development. For general professional development among teachers, school leaders, and other administrative, instructional, and educational services staff members, the state requirements encompass a broad range of professional learning. Professional development specifically encompasses:

1. Participation in the work of established collaborative teams of teachers, school leaders, and other administrative, instructional, and educational services staff members.
2. Coherent, sustained, and evidence-based strategies that improve educator effectiveness and student achievement, such as job-embedded coaching or other forms of assistance to support educators' transfer of new knowledge and skills to their work.
3. Support from external expert assistance or additional experiences.⁴³³

School Leader's Professional Development. Each school leader is required to create, implement, and complete an individual professional development plan (PDP) that, among other things:

1. Grounds professional learning in objectives related to improving teaching, learning, and student achievement, and aligns to the school and/or school district plan for professional development; and
2. Training on topics such as, school law, ethics, and governance; and other statutory requirements related to student safety, bullying and harassment, and well-being.⁴³⁴

Teacher's Professional Development. With respect to its teachers' professional development training, New Jersey bases its requirements on educational topics and durational requirements. For instance, each teacher is required to be guided by an individualized professional development plan (PDP), pursuant to N.J.S.A. 18A:6-128.a, which includes at least 20 hours per year of qualifying experiences. The 20-hour annual requirement is based on the length of full-time

⁴²⁴ N.J.S.A. 52:17B-71.8.

⁴²⁵ N.J.S.A. 18A:37-17.

⁴²⁶ N.J.S.A. 18A:40-12.6c.

⁴²⁷ N.J.S.A. 18A:40-12.14.

⁴²⁸ N.J.S.A. 18A:41-1.

⁴²⁹ N.J.S.A. 18A:40-41b.

⁴³⁰ N.J.S.A. 30:9A-13.

⁴³¹ N.J.S.A. 18A:26-8.2.

⁴³² N.J.S.A. 18A:6-131.

⁴³³ N.J.A.C. 6A:9C-3.2.

⁴³⁴ N.J.A.C. 6A:9C-4.3.

employment and reduced by a pro rata share reflecting part-time employment, or an absence, including the use of family or medical leave.⁴³⁵

Comparison to Pennsylvania:

- Pennsylvania’s continuing professional and paraprofessional education requires the completion of 180 hours of education courses or other programs, activities or learning experiences every five years.
- There must be six completed credits of collegiate study and six credits of continuing professional education courses.
- Pennsylvania calculates one credit of collegiate studies or professional education courses to be equivalent to 30 hours of continuing professional education programs, activities, or learning experiences.⁴³⁶

Sample Training Mandate Not Found in Pennsylvania

Opioid Antidote Administration. New Jersey law requires each school that includes any of the grades nine through 12, and permit any other school, to obtain a standing order for opioid antidotes and maintain a supply of opioid antidotes under the standing order in a secure but unlocked and easily accessible location. The school nurse, or a trained employee designated is responsible for administering an opioid antidote to any person whom the nurse or trained employee in good faith reasonably believes is experiencing an opioid overdose.⁴³⁷ Pennsylvania law does provide for drug overdose medication training and the administration of opioid antagonists; however, it is not a required mandate.⁴³⁸ It is worth noting that many school districts require school employees with access to Naloxone to complete training made available in accordance with this law.

New Mexico

Training mandates for school employees and officials in New Mexico include but are not limited to topics such as child abuse and neglect detection and reporting,⁴³⁹ diabetes care,⁴⁴⁰ use of restraint and seclusion disciplinary techniques,⁴⁴¹ teacher mentors,⁴⁴² emergency medication administration,⁴⁴³ and brain injury protocols for athletic coaches.⁴⁴⁴ While New Mexico has

⁴³⁵ N.J.A.C. 6A:9C-4.4.

⁴³⁶ P.S.C. § 1205.2(a)-(b); 24 P.S. § 12-1205.2(a)-(b).

⁴³⁷ N.J.S.A. 18A:40-12.24.

⁴³⁸ Controlled Substance, Drug, Device, and Cosmetic Act, Act of April 14, 1972 (P.L.233, No. 64), § 13.8 (hereinafter “CSDDCA”); 35 P.S. § 780-113.8.

⁴³⁹ N. M. S. A. 1978, § 22-10A-32.A.

⁴⁴⁰ N. M. S. A. 1978, § 22-34-3.

⁴⁴¹ N. M. S. A. 1978, § 22-5-4.12.

⁴⁴² N. M. S. A. 1978, § 22-10A-9.

⁴⁴³ N. M. S. A. 1978, § 22-33-4.

⁴⁴⁴ N. M. S. A. 1978, § 22-13-31.1.

training mandates addressing many of the same topics as Pennsylvania, there are differences between the specific requirements each states' mandates.

Sample Training Mandate Similar to Pennsylvania

Child Abuse and Neglect Detection. In New Mexico, all personnel, school employees, school volunteers, contractors and contractor's employees are required to complete training in the detection and reporting of child abuse and neglect, ethical misconduct, professional responsibilities, sexual assault, and substance abuse. Said training is required to be completed within the individual's first year of employment in the district.⁴⁴⁵

Comparison to Pennsylvania:

- Pennsylvania also requires all its school employees and school district contractors to undergo such training; however, New Mexico expressly expands the training requirement to school volunteers as well.
- The mandate in New Mexico is also broader than Pennsylvania's training mandate, as New Mexico law combines child abuse and neglect detection training with training in recognizing ethical misconduct, professional responsibilities, sexual assault, and substance abuse.

Sample Training Mandate Not Found in Pennsylvania

Teacher Mentors. New Mexico established a teacher mentorship program designed to provide beginning teachers with an effective transition into the teaching field. The program also intends to build on teachers' initial preparation and to ensure their success in teaching; to improve the achievement of students; and to retain capable teachers in the classroom and to remove unsuccessful teachers.⁴⁴⁶ The department is required to assist licensed school employees, representatives from teacher preparation programs and the higher education department to establish the framework. The framework must include, among other things, individual support and assistance for each beginning teacher from a designated mentor as well as structured training for mentors.⁴⁴⁷

⁴⁴⁵ N. M. S. A. 1978, § 22-10A-32.A.

⁴⁴⁶ N. M. S. A. 1978, § 22-10A-9.A.

⁴⁴⁷ N. M. S. A. 1978, § 22-10A-9.D.(1)-(2).

New York

New York requires school employees and educational professionals to receive training in several different topics which include but are not limited to child abuse and maltreatment reporting,⁴⁴⁸ first aid for sports coaches,⁴⁴⁹ school safety and emergency response,⁴⁵⁰ opioid overdose prevention,⁴⁵¹ and continuing teacher and leader education.⁴⁵²

Sample Training Mandate Similar to Pennsylvania

First Aid for Sports Coaches. New York mandates any coach of any extra-class athletic activity to hold a valid certificate of completion of a course of study in first aid knowledge and skills offered by a nationally recognized organization. The law further requires that such course of study or equivalent requirements must include instruction in recognizing signs and symptoms of cardiac arrest and sudden cardiac arrest and the administration of adult cardiopulmonary resuscitation.⁴⁵³

Prior to the start of each sports season, coaches are required to provide valid evidence to their chief school officer that their first aid and adult cardiopulmonary resuscitation knowledge and skills are current, or that they meet equivalent requirements as certified by the commissioner.⁴⁵⁴

Comparison to Pennsylvania:

- Coaches in Pennsylvania are required to take training courses on brain injuries and concussions.⁴⁵⁵
- Pennsylvania law requires school entities to offer a cardiopulmonary resuscitation training (CPR) class on the school premises no less than once every three years.⁴⁵⁶ The course must only be offered as an option to all employees of a school entity.

Sample Training Mandate Not Found in Pennsylvania

Opioid Overdose Prevention. Opioid abuse in the U.S. has become a compelling issue, especially among American youth. As such, New York has a law permitting school districts, public libraries, boards of cooperative educational services, county vocational education and extension boards, charter schools, and non-public elementary and secondary schools to provide opioid

⁴⁴⁸ McKinney's Education Law § 3036.1.

⁴⁴⁹ McKinney's Education Law § 3001-b.1.

⁴⁵⁰ McKinney's Education Law § 2801-a.1.

⁴⁵¹ McKinney's Education Law § 922.1.

⁴⁵² McKinney's Education Law § 3006-a.2.a.

⁴⁵³ McKinney's Education Law § 3001-b.1.

⁴⁵⁴ *Ibid.*

⁴⁵⁵ SYSA § 3; 24 P.S. § 5323(a), (e).

⁴⁵⁶ PSC § 1205.4(a)-(b); 24 P.S. § 12-1205.4(a)-(b).

antagonists and resources, to ensure ready and appropriate access for use during emergencies to any student, individual on a library premises or staff suspected of having an opioid overdose.⁴⁵⁷

All the aforementioned entities may elect to participate as an opioid antagonist recipient and any person employed by any such entity that has elected to participate may administer an opioid antagonist in the event of an emergency, so long as that such person has received training in a program approved under New York's public health law. Any such school districts or entities with employees trained in accordance with the law's requirements must have appropriate clinical oversight, record keeping, and reporting. No person is required to participate in the program and any participation by an individual is voluntary.⁴⁵⁸ Pennsylvania does not appear to have a training mandate specifically addressing opioid overdose prevention. As mentioned previously, Pennsylvania statute provides for drug overdose medication training and the administration of opioid antagonists; however, it is not a required mandate.⁴⁵⁹ Many school districts require school employees with access to Naloxone to complete training made available in accordance with this law.

North Carolina

Most of North Carolina's teacher in-service training requirements for professional growth are left to the discretion of the state's local school boards. They do not appear to be substantially reflected in statutory law. However, North Carolina statutory law does cover topics such as student mental health relating to suicide prevention, substance abuse, sexual abuse prevention, sex trafficking prevention, and teenage dating advice.⁴⁶⁰ State law also addresses training requirements for teacher assistants engaged in internships⁴⁶¹ and mentor teachers.⁴⁶²

Sample Training Mandate Found in Pennsylvania

Student Mental Health. The state's Board of Education is required to adopt a school-based mental health policy that includes minimum requirements for a school-based mental health plan for K-12 school units and a model mental health training program and model suicide risk referral protocol for K-12 schools. The training program must be provided to school personnel, broadly speaking, who work with students in grades kindergarten through 12 and address the following topics:

1. Youth mental health.
2. Suicide prevention.
3. Substance abuse.

⁴⁵⁷ McKinney's Education Law § 922.1.

⁴⁵⁸ McKinney's Education Law § 922.2.

⁴⁵⁹ CSDDCA; 35 P.S. § 780-113.8.

⁴⁶⁰ N.C.G.S.A. § 115C-376.5(b)(1).

⁴⁶¹ N.C.G.S.A. § 115C-269.30.

⁴⁶² N.C.G.S.A. § 115C-300.1(c)(1).

4. Sexual abuse prevention.
5. Sex trafficking prevention.
6. Teenage dating violence.⁴⁶³

Unlike many other states, North Carolina combines numerous topics (such as substance abuse, suicide prevention, et cetera) under the umbrella topic of mental health. Employees must receive an initial mental health training of at least six hours and subsequent mental health trainings thereafter of no less than two hours annually. The initial mental health training must occur within the first six months of an individual's employment. Subsequent mental health trainings must occur in the following school year and annually thereafter. Per the school's discretion, the initial mental health training can be waived in the event the employee completed an initial mental health training at another K-12 school. Mental health training requirements can be satisfied by school personnel in any of the following ways:

1. Electronic delivery of instruction.
2. Videoconferencing.
3. Group, in-person training.
4. Self-study.⁴⁶⁴

Comparison to Pennsylvania:

- Pennsylvania addresses matters such as suicide prevention training and substance abuse separately by statute as their own individual training mandates.
- In Pennsylvania, only professional educators serving students in grades six through twelve are required to participate in suicide awareness and prevention training for four hours every five years.⁴⁶⁵ As shown above, North Carolina requires employees servicing K-12 schools.

Sample Training Mandate Not found in Pennsylvania

Mentor Teachers. Like a collection of other states, North Carolina operates a new teacher induction program to provide ongoing support for teachers entering the profession. Qualifying teachers serving as mentor teachers must receive training in the mentor teacher training program. To be a mentor teacher, a teacher must be either rated, through formal evaluations, at least at the "proficient" level as part of the North Carolina Teacher Evaluation System or be a retired teacher.⁴⁶⁶

⁴⁶³ N.C.G.S.A. § 115C-376.5(b)(1).

⁴⁶⁴ N.C.G.S.A. § 115C-376.5(d).

⁴⁶⁵ PSC § 1526(a)(2); 24 P.S. § 15-1526(a)(2).

⁴⁶⁶ N.C.G.S.A. § 115C-300.1(c)(1).

North Dakota

Like many other states, North Dakota places different training mandates on its school employees and professional educators, as well as its school volunteers. Some of those training requirements cover topics related to concussion management,⁴⁶⁷ food service personnel,⁴⁶⁸ reading curriculum professional development,⁴⁶⁹ youth behavioral health,⁴⁷⁰ Indian education curriculum,⁴⁷¹ and school vehicle drivers.⁴⁷²

Sample Training Mandate Found in Pennsylvania

Youth Behavioral Health. Every two years, each school district in North Dakota is required to provide a minimum of eight hours of professional development on youth behavioral health to elementary, middle, and high school teachers, and administrators. Each school district must encourage ancillary and support staff to also participate in professional development. Based on a school district's annual needs assessment, these hours must be designated from the following categories:

1. Trauma.
2. Social and emotional learning, including resiliency.
3. Suicide prevention.
4. Bullying.
5. Understanding of the prevalence and impact of youth behavioral health wellness on family structure, education, juvenile services, law enforcement, and health care and treatment providers.
6. Knowledge of behavioral health symptoms, and risks.
7. Awareness of referral sources and evidence-based strategies for appropriate interventions.
8. Other evidence-based strategies to reduce risk factors for students.
9. Current or new evidence-based behavior prevention or mitigation techniques.⁴⁷³

Comparison to Pennsylvania:

- Pennsylvania addresses student well-being matters such as suicide prevention training and bullying, separately by statute as their own individual training mandates.
- Pennsylvania requires only professional educators serving students in grades six through twelve are required to participate in suicide awareness and prevention training for four hours every five years.⁴⁷⁴ North Dakota requires teachers and administrators

⁴⁶⁷ NDCC, 15.1-18.2-04.3.b.(3).

⁴⁶⁸ NDCC, 15.1-35-07.

⁴⁶⁹ NDCC, 15.1-21-12.1.

⁴⁷⁰ NDCC, 15.1-07-34.1.

⁴⁷¹ NDCC, 15.1-21-05.

⁴⁷² NDCC, 15.1-07-20.

⁴⁷³ NDCC, 15.1-07-34.1.

⁴⁷⁴ PSC § 1526(a)(2); 24 P.S. § 15-1526(a)(2).

in elementary, middle, and high schools to complete the training and encourages support staff to also participate in the training.

- North Dakota leaves the durational and frequency hours requirement of the training up to the district's discretion based on the district's needs.

Sample Training Mandate Not Found in Pennsylvania

Indian Education Curriculum. Unlike Pennsylvania, North Dakota has a training mandate for educators regarding Indian education curriculum, if such curriculum is implemented. The superintendent of public instruction may develop an Indian education curriculum to be implemented within the minimum curriculum requirements for elementary and secondary schools. The law requires the superintendent to provide for continuing research and evaluation and for in-service training necessary to implement an Indian education curriculum.⁴⁷⁵

Ohio

Ohio requires its school employees and educational professionals to participate and complete many of the same types of training that is required in Pennsylvania. Training requirements for school employees and educational professionals in Ohio include but are not limited to diabetes care,⁴⁷⁶ ethics,⁴⁷⁷ food allergy,⁴⁷⁸ public records and open meetings,⁴⁷⁹ safety measures during emergencies,⁴⁸⁰ child abuse and other violent behaviors,⁴⁸¹ dyslexia,⁴⁸² bullying and intimidation prevention,⁴⁸³ professional development in positive behavior interventions and supports,⁴⁸⁴ and sudden cardiac arrest training for athletic coaches.⁴⁸⁵

Sample Training Mandate Found in Pennsylvania

Dyslexia Specialists. Ohio has specific statutory provisions permitting school districts to engage the services of a dyslexia specialist to provide training for teachers of grades kindergarten to four on the indicators of dyslexia and the types of instruction that children with dyslexia need to learn, read, write, and spell. If a service center provides such training, it must make the training available to local school districts within the service center's territory and to

⁴⁷⁵ NDCC, § 15.1-21-05.

⁴⁷⁶ R.C. § 3313.7112(E)(1).

⁴⁷⁷ R.C. § 3309.042.

⁴⁷⁸ R.C. § 3313.719. (This training does not appear to be mandatory. It is left to the discretion of the local districts.)

⁴⁷⁹ R.C. § 3314.037 (Generally pertains to governing school board authority members or administrative officials.)

⁴⁸⁰ R.C. § 3737.73.

⁴⁸¹ R.C. § 3319.073.

⁴⁸² PSC § 1205.8(b)(2); 24 P.S. § 12-1205.8(b)(2).

⁴⁸³ R.C. § 3313.667(A)-(B).

⁴⁸⁴ R.C. § 3319.237(B).

⁴⁸⁵ R.C. § 3313.5310(D).

other school districts, community schools, and STEM schools that have contracted for the training from the service center.⁴⁸⁶

Comparison to Pennsylvania:

- Pennsylvania does not have an individual training mandate for any teachers or school professionals who screen or treat dyslexia students to receive such training; however, Pennsylvania statutory provisions addressing structured literacy and intervention services establish standards that include literacy teachers being able to identify and teach students with dyslexia and other language-based learning disabilities and differentiating instruction for said students.⁴⁸⁷

Sample Training Mandate Not Found in Pennsylvania

Public Records and Open Meetings. The members of a local or community school board, the designated fiscal officer of the school, the chief administrative officer and other administrative employees of the school, and all individuals performing supervisory or administrative services for the school under a contract with the school must complete training on an annual basis on the public records and open meetings laws.⁴⁸⁸

Oklahoma

Oklahoma defines the bulk of its training mandates for teachers and administrative officials and personnel as “professional development.” Required professional development in Oklahoma includes but is not limited to topics such as youth mental health needs,⁴⁸⁹ seizure disorders,⁴⁹⁰ public school paraprofessionals,⁴⁹¹ CPR training,⁴⁹² bullying awareness,⁴⁹³ workplace safety,⁴⁹⁴ diabetes management,⁴⁹⁵ autism,⁴⁹⁶ dyslexia awareness,⁴⁹⁷ personal financial literacy instruction,⁴⁹⁸ evaluators of certified personnel,⁴⁹⁹ and teacher induction.⁵⁰⁰

⁴⁸⁶ R.C. § 3319.80(A).

⁴⁸⁷ PSC § 1205.8(b)(2); 24 P.S. § 12-1205.8(b)(2).

⁴⁸⁸ R.C. § 3314.037.

⁴⁸⁹ 70 Okl. St. Ann. § 6-194.3.

⁴⁹⁰ 70 Okl. St. Ann. § 1210.183.D.

⁴⁹¹ 70 Okl. St. Ann. § 6-127A.

⁴⁹² 70 Okl. St. Ann. § 1210.199.

⁴⁹³ 70 Okl. St. Ann. § 24-100.4.A.9-12.a.-c.

⁴⁹⁴ Okla. Admin. Code 210:15-37-1.

⁴⁹⁵ 70 Okl. St. Ann. § 1210.196.2.4.

⁴⁹⁶ 70 Okl. St. Ann. § 6-194.E.

⁴⁹⁷ 70 Okl. St. Ann. § 6-194.F.1.-3.

⁴⁹⁸ 70 Okl. St. Ann. § 6-195.

⁴⁹⁹ 70 Okl. St. Ann. § 6-101.10.C.

⁵⁰⁰ 70 Okl. St. Ann. § 6-195.

Sample Training Mandate Similar to Pennsylvania

Diabetes Management. In Oklahoma, volunteer diabetes care assistants who are school employees must complete training.⁵⁰¹ The training includes instruction in the following:

1. Recognizing the symptoms of hypoglycemia and hyperglycemia.
2. Understanding the proper action to take if the blood glucose levels of a student with diabetes are outside the target ranges indicated by the diabetes medical management plan for the student.
3. Understanding the details of the diabetes medical management plan of each student assigned to a volunteer diabetes care assistant.
4. Performing finger sticks to check blood glucose levels, checking urine ketone levels, and recording the results of those checks.
5. Properly administering insulin and glucagon and recording the results of the administration.
6. Recognizing complications that require seeking emergency assistance.
7. Understanding the recommended schedules and food intake for meals and snacks for a student with diabetes, the effect of physical activity on blood glucose levels, and the proper actions to be taken if the schedule of a student is disrupted.⁵⁰²

Comparison to Pennsylvania:

- Pennsylvania requires a school district nurse, in consultation with the chief school administrator to identify one individual to serve as a diabetes medication administer. Said individual is required to take annual education modules on diabetes care management.⁵⁰³
- There does not appear to a requirement that said teachers receive such training within the scope of their position.
- Like Pennsylvania, the volunteer diabetes care assistants in Oklahoma are required to annually demonstrate competency in the training. In Oklahoma, the school nurse, the principal, or a designee of the principal must maintain a copy of the training guidelines and any records associated with the training.⁵⁰⁴

Sample Training Mandate Not Found in Pennsylvania

Personal Financial Literacy. The State of Oklahoma also requires its students to fulfill the graduation requirements of a personal financial literacy passport. Personal financial literacy education includes, but is not limited to, the following areas of instruction:

1. Understanding interest, credit card debt, and online commerce.
2. Rights and responsibilities of renting or buying a home.
3. Savings and investing.

⁵⁰¹ 70 Okl. St. Ann. § 1210.196.2.4.

⁵⁰² 70 Okl. St. Ann. § 1210.196.5.C.1.-7.

⁵⁰³ PSC § 1414.3(b)-(c); 24 P.S. § 14-1414.3(b)-(c).

⁵⁰⁴ 70 Okl. St. Ann. § 1210.196.5.D.-E.

4. Planning for retirement.
5. Bankruptcy.
6. Banking and financial services.
7. Managing a bank account.
8. Understanding the Free Application for Federal Student Aid (FAFSA), loans and borrowing money, including predatory lending and payday loans.
9. Understanding insurance.
10. Identity fraud and theft.
11. Charitable giving.
12. Understanding the financial impact and consequences of gambling.
13. Earning an income.
14. Understanding state and federal taxes.⁵⁰⁵

Beginning with the 2020-2021 school year, all teachers who are assigned the responsibility for teaching this subject are required to complete ongoing professional development training in the areas of personal financial literacy instruction in accordance with guidelines established by the State Department of Education.⁵⁰⁶

Oregon

Oregon has state-mandated training for school employees on various topics including but not limited to abuse and sexual conduct prevention and identification,⁵⁰⁷ suicide prevention,⁵⁰⁸ teen dating violence,⁵⁰⁹ bullying and cyberbullying prevention,⁵¹⁰ special education and technology,⁵¹¹ Native American curriculum,⁵¹² and anabolic steroids and use of performance enhancing substances.⁵¹³

Sample Training Mandate Similar to Pennsylvania

Suicide Prevention. In Oregon, each school district must adopt a policy requiring a comprehensive district plan on student suicide prevention for students in kindergarten through grade 12. In addition, the plan must comply with the state’s department of education and health authority’s rules. The plan must also include a description of, and materials for, any training to be provided to school employees as part of the plan, which must include (among other things):

⁵⁰⁵ 70 Okl. St. Ann. § 11-103.6h.A.1.-14.

⁵⁰⁶ 70 Okl. St. Ann. § 11-103.6h.L.

⁵⁰⁷ O.R.S. § 339.400.

⁵⁰⁸ O.R.S. § 339.343(3)(e).

⁵⁰⁹ O.R.S. § 339.366(2)(b). (Training under this section appears to be left to the individual district to mandate).

⁵¹⁰ O.R.S. § 339.359.

⁵¹¹ O.R.S. § 343.223(1)-(2).

⁵¹² O.R.S. § 329.493.

⁵¹³ O.R.S. § 342.726(1)-(3).

- When and how to refer youth and their families to appropriate mental health services; and
- Programs that can be completed through self-review of suitable suicide prevention materials.⁵¹⁴

Comparison to Pennsylvania:

- Pennsylvania requires only professional educators serving students in grades six through twelve to participate in suicide awareness and prevention training.
- Suicide prevention and awareness training in Pennsylvania provides express durational requirements of four hours of training every five years for professional educators serving the grades mentioned above. Oregon appears to leave some discretion to the local school systems and the department of education to determine the quantity and method of the training.⁵¹⁵
- Oregon also allows for self-review of guides and training materials.⁵¹⁶

Sample Training Mandate Not Found in Pennsylvania

Native American Curriculum. A unique training mandate for Oregonian teachers is professional development to teachers and administrators relating to Native American curriculum. The Oregon Department of Education is required to develop a curriculum relating to the Native American experience in Oregon and make the curriculum available to school districts. Moreover, the department is required to provide training to teachers and administrators so that the curriculum can be competently taught to students in kindergarten through grade 12.⁵¹⁷

Rhode Island

Rhode Island requires compliance by teachers, administrators, and other school personnel and contractors with statewide training mandates. Topics covered in Rhode Island vary, but some topics covered under state law include bullying prevention,⁵¹⁸ suicide awareness and prevention,⁵¹⁹ diabetes management,⁵²⁰ teacher assistants,⁵²¹ and school safety and emergency response.⁵²²

⁵¹⁴ O.R.S. § 339.343(3)(e)(A)-(B).

⁵¹⁵ PSC § 1526(a)(2); 24 P.S. § 15-1526(a)(2).

⁵¹⁶ O.R.S. § 339.343(3)(e)(B).

⁵¹⁷ O.R.S. § 329.493.

⁵¹⁸ Gen.Laws 1956, § 16-21-34(a)(15). (School districts are encouraged to provide this as in-service training for school employees).

⁵¹⁹ Gen.Laws 1956, § 16-22-14(b).

⁵²⁰ Gen.Laws 1956, § 16-21-28.2(a)(3).

⁵²¹ Gen.Laws 1956, § 16-21-28.2(a)(3).

⁵²² Gen.Laws 1956, § 16-21-24(a)(4).

Sample Training Mandate Found in Pennsylvania

Teacher Assistants. Rhode Island requires that to stay employed as a teacher assistant, all teacher assistants must participate in ongoing professional development. Each school district or institution employing teacher assistants shall maintain records on a teacher assistant's completion of training for the work assignment and continuing education and relevant coursework.⁵²³

Comparison to Pennsylvania:

- Teaching assistants in Rhode Island are like paraprofessionals in Pennsylvania.
- Instructional paraprofessionals in Pennsylvania are required to participate in 20 hours of staff development activities related to their assignment each school year.⁵²⁴
- Specifics regarding the teacher assistant professional development, such as required hours, are not directly prescribed by statute as they are in Pennsylvania; however, statutory language in Rhode Island does provide that the state's Department of Elementary and Secondary Education is responsible for coordinating the development of program standards for the teacher assistant training program.

Sample Training Mandate Not Found in Pennsylvania

Coaches Preseason Lecture. The head coach of a school sports team which regularly competes against a school which receives public funds is required to give or sponsor a lecture to his or her team as regards the long-term health effects of substance abuse, including, but not limited to, the use of steroids, alcohol, and drugs. The head coach must utilize community resources including drug counselors and the student assistance program when giving or sponsoring the lecture.⁵²⁵

South Carolina

School employee training mandates in the state of South Carolina encompass topics such as bullying prevention,⁵²⁶ youth suicide prevention,⁵²⁷ parent-teacher communication,⁵²⁸ continuous professional development for school leaders,⁵²⁹ and individualized professional development for teachers.⁵³⁰

⁵²³ Gen.Laws 1956, § 16-11.2-1.

⁵²⁴ 22 Pa. Code § 14.105(a)(4).

⁵²⁵ Gen.Laws 1956, § 16-11.1-2.

⁵²⁶ Code 1976 § 59-63-140(E).

⁵²⁷ Code 1976 § 59-26-110.

⁵²⁸ Code 1976 § 59-1-454(B).

⁵²⁹ Code 1976 § 59-24-50.

⁵³⁰ Code 1976 § 59-26-40(D).

Sample Training Mandate Found in Pennsylvania

Early Reading Development. School districts in South Carolina are mandated to require all personnel providing instruction and classroom support to students participating in the South Carolina Child Early Reading Development and Education Program to participate annually in a minimum of 15 hours of professional development, including, teaching children from poverty. According to South Carolina law, professional development should provide instruction in strategies and techniques to address the age-appropriate progress of prekindergarten students in developing emergent literacy skills, including, but not limited to, oral communication, knowledge of print and letters, phonemic and phonological awareness, and vocabulary and comprehension development.⁵³¹

Comparison to Pennsylvania:

- Pennsylvania requires professional development training as part of its structured literacy program in schools. The training is intended for school personnel selected by a school participating in the program to be professional coaches for the program. The requirement gives Pennsylvania's Department of Education authority to approve a participating school's professional development program and requires that certain content-based components be included in the training program per its guidelines.⁵³²
- Pennsylvania's structured literacy program and training appears to be more generally applicable to improving students' ability to read, whereas South Carolina's mandate appears to focus on early reading development.
- In addition, Pennsylvania does not appear to have any statutorily provided durational requirements for professional development like South Carolina does for its annual 15-hour training requirement.

Sample Training Mandate Not Found in Pennsylvania

Parent-Teacher Communication. The South Carolina State Department of Education operates a parental involvement program for use in elementary and secondary schools with grades four through eight. The program is intended to improve parental participation in their child's school progress, ensure a smooth transition between the various levels of schooling and phases of education, increase communication between the school, parent, and child, and provide more accountability between the parent, school, and child. The program should include activities like regular visitation by parents to their child's school, involving parents, teachers, and administrators in school training sessions on such issues as communication between the school, parent, and child, student discipline, and the importance of homework. The training is also recommended to include the taking and understanding of standardized testing and test scores, and general literacy.⁵³³

⁵³¹ Code 1976 § 59-156-180.

⁵³² PSC § 1205.8(c)(1); 24 P.S. § 12-1205.8(c)(1)

⁵³³ Code 1976 § 59-1-454(A)-(B).

South Dakota

South Dakota mandates training for school employees, teachers, and administrators in different topic areas, though its training mandates appear to be fewer in number than most other states. Some of the topic areas of mandated training in South Dakota include but are not limited to concussion training for coaches,⁵³⁴ epinephrine auto-injector administration,⁵³⁵ professional development for teachers,⁵³⁶ suicide awareness and prevention,⁵³⁷ and evacuation drills.⁵³⁸

Sample Training Mandate Similar to Pennsylvania

Evacuation Drills. South Dakota requires at least two fire exit drills each semester of the school year in all secondary schools through grade twelve. During such drills all personnel and all pupils are required to completely leave the building and move to a safe distance. All superintendents, principals, teachers, instructors, and employees must be thoroughly instructed in respect to duties under these evacuation drills.⁵³⁹ South Dakota law does not statutorily prescribe a minimum durational requirement for such training and instruction.

Comparison to Pennsylvania:

- Pennsylvania statute specifically states that “[i]n such fire drills, the pupils and teachers shall be instructed in, and made thoroughly familiar with, the use of fire-escapes, appliances, and exits.”⁵⁴⁰
- In Pennsylvania, a chief school administrator or a designee is required to oversee the instruction and training of students and school employees in the procedures to be used in the school safety drill.
- The law also provides that the curriculum of all Pennsylvania schools must include some regular and continuous study of fire-escape and evacuation.
- Pennsylvania law does not appear to expressly provide other details of such instruction or training but does reference the Superintendent of Public Instruction, in consultation with the Pennsylvania State Police, to prepare books of instruction for use of teachers and students of all grades on the subject.⁵⁴¹

Sample Training Mandate Not Found in Pennsylvania

None

⁵³⁴ SDCL § 13-36-10.

⁵³⁵ SDCL § 13-33A-7.

⁵³⁶ SDCL § 13-42-3.

⁵³⁷ SDCL § 13-42-7.

⁵³⁸ SDCL § 13-25-10.

⁵³⁹ SDCL § 13-25-10.

⁵⁴⁰ PSC §§ 1517(a.1)(2), 1518(a); 24 P.S. §§ 15-1517(a.1)(2), 15-1518(a).

⁵⁴¹ *Ibid.*

Tennessee

Tennessee has similar training mandates for its school employees, but many of those training mandates have certain noticeable differences. Some training mandates in Tennessee include food allergy medicine administration,⁵⁴² administration of opioid antagonists,⁵⁴³ school safety for school administrators,⁵⁴⁴ child abuse reporting,⁵⁴⁵ concussions and head injuries,⁵⁴⁶ and suicide prevention training.⁵⁴⁷

Sample Training Mandate Similar to Pennsylvania

Concussions and Head Injuries. Like many other states, including Pennsylvania, Tennessee requires annual completion by all coaches, (whether employed or a volunteer), and by school athletic directors of a concussion recognition and head injury safety education course program approved by the state's department of education. In developing the program, the department may use any of the materials from the Centers for Disease, Control and Prevention but must include the centers' concussion signs and symptoms checklist. These materials must be used by a licensed health care professional, coach or other designated person deciding as to whether a youth athlete exhibits signs, symptoms, or behaviors consistent with a concussion.⁵⁴⁸

Comparison to Pennsylvania:

- Coaches in Pennsylvania are required to take training courses on brain injuries and concussions.⁵⁴⁹
- Pennsylvania law requires school entities to offer a cardiopulmonary resuscitation training (CPR) class on the school premises no less than once every three years.⁵⁵⁰ The course must only be offered as an option to all employees of a school entity.

Sample Training Mandate Not Found in Pennsylvania

Administration of Opioid Antagonist. In Tennessee, each school within a local educational agency and each nonpublic school is authorized to maintain an opioid antagonist at the school in at least two unlocked, secure locations. These locations can include the school office and the school cafeteria. The purpose is to have quick access to an opioid antagonist for any student believed to be having a drug overdose. The school nurse, school resource officer, or other trained school personnel may utilize the opioid antagonists in response to a drug overdose. Utilization must comply with a standing protocol from a physician licensed to practice medicine in all its

⁵⁴² T. C. A. § 49-50-1602(4)(b).

⁵⁴³ T. C. A. § 49-50-1604(c)(4).

⁵⁴⁴ T. C. A. § 49-6-4302(f).

⁵⁴⁵ T. C. A. § 49-6-1601(b); T. C. A. § 37-1-408(a)-(b).

⁵⁴⁶ T. C. A. § 68-55-502(b)(1)(B).

⁵⁴⁷ T. C. A. § 49-6-1901.

⁵⁴⁸ T. C. A. § 68-55-502(b)(1)(B).

⁵⁴⁹ SYSA § 3; 24 P.S. § 5323(a), (e).

⁵⁵⁰ PSC § 1205.4(a)-(b); 24 P.S. § 12-1205.4(a)-(b).

branches.⁵⁵¹ Pennsylvania law does provide for drug overdose medication training and the administration of opioid antagonists; however, it is not a required mandate.⁵⁵² Many school districts require school employees with access to Naloxone to complete training made available in accordance with this law.

Texas

Like many other states, Texas has a large variety of training requirements (in addition to training only recommended as risk management practices) for its teachers, administrators, and school employees. Topic areas of required training in Texas include but are not limited to student discipline for school administrators,⁵⁵³ suicide prevention,⁵⁵⁴ technology and digital learning,⁵⁵⁵ positive behavior intervention and support strategies,⁵⁵⁶ bullying prevention,⁵⁵⁷ dating violence,⁵⁵⁸ diabetes care assistants,⁵⁵⁹ dyslexia,⁵⁶⁰ concussion evaluation and prevention,⁵⁶¹ sexual abuse and maltreatment,⁵⁶² food allergy training,⁵⁶³ and health effects of steroids for athletic coaches.⁵⁶⁴ Some of Texas' statutory law also focuses on migrant status of school children and training related to recognizing human trafficking victims.⁵⁶⁵

Sample Training Mandate Similar to Pennsylvania

Diabetes Care Assistants. Like many other states, including Pennsylvania, Texas has mandated training for certain school professionals who deal directly with diabetic students. Under Texas law, the Texas Diabetes Council is required to develop guidelines, with the assistance of the following entities, for the training of unlicensed diabetes care assistants:

1. The Department's School Health Program.
2. The American Diabetes Association.
3. The Juvenile Diabetes Research Foundation International.
4. The American Association of Diabetes Educators.
5. The Texas Nurses Association.
6. The Texas School Nurse Organization.

⁵⁵¹ T. C. A. § 49-50-1604.

⁵⁵² CSDDCA; 35 P.S. § 780-113.8.

⁵⁵³ V.T.C.A., Education Code § 37.0181.

⁵⁵⁴ V.T.C.A., Education Code § 21.451(c)(3)(A).

⁵⁵⁵ V.T.C.A., Education Code § 21.451(d)(1)(A).

⁵⁵⁶ V.T.C.A., Education Code § 21.451(d)(1)(B).

⁵⁵⁷ V.T.C.A., Education Code § 21.451(c)(3)(C).

⁵⁵⁸ V.T.C.A., Education Code § 37.0831(a)-(c).

⁵⁵⁹ V.T.C.A., Health & Safety Code § 168.005.

⁵⁶⁰ Tex. Educ. Code § 38.003; Tex. Admin. Code § 74.28(c).

⁵⁶¹ V.T.C.A., Education Code § 38.158(c)-(d).

⁵⁶² V.T.C.A., Education Code § 38.0041(c).

⁵⁶³ V.T.C.A., Education Code § 38.0151.

⁵⁶⁴ V.T.C.A., Education Code § 33.091.

⁵⁶⁵ V.T.C.A., Government Code § 402.035(d)(6).

7. The Texas Education Agency.

In Texas, if a school nurse is assigned to a campus, the school nurse must coordinate the training of school employees acting as unlicensed diabetes care assistants. Training must be provided by a healthcare professional with expertise in the care of persons with diabetes or by the school nurse. Texas specifically mandates that training be provided before the beginning of the school year or as soon as practicable following:

1. the enrollment of a student with diabetes at a campus that previously had no students with diabetes; or
2. a diagnosis of diabetes for a student at a campus that previously had no students with diabetes.

Furthermore, the training must include instruction in:

1. Recognizing the symptoms of hypoglycemia and hyperglycemia.
2. Understanding the proper action to take if the blood glucose levels of a student with diabetes are outside the target ranges indicated by the student's diabetes management and treatment plan.
3. Understanding the details of a student's individualized health plan.
4. Performing finger-sticks to check blood glucose levels, checking urine ketone levels, and recording the results of those checks.
5. Properly administering glucagon and insulin and recording the results of the administration.
6. Recognizing complications that require seeking emergency assistance.
7. Understanding the recommended schedules and food intake for meals and snacks for a student with diabetes, the effect of physical activity on blood glucose levels, and the proper actions to be taken if a student's schedule is disrupted.

The school nurse or principal is required to maintain a copy of the training guidelines and any records associated with the training.⁵⁶⁶

Comparison to Pennsylvania:

- Pennsylvania requires a school district nurse, in consultation with the chief school administrator to identify one individual to serve as a diabetes medication administer. Said individual is required to take annual education modules on diabetes care management.⁵⁶⁷
- In Pennsylvania, the volunteer diabetes care employees are required to annually demonstrate competency in the training.⁵⁶⁸

⁵⁶⁶ V.T.C.A., Health & Safety Code § 168.005.

⁵⁶⁷ PSC § 1414.3(b)-(c); 24 P.S. § 14-1414.3(b)-(c).

⁵⁶⁸ *Ibid.*

Sample Training Mandate Not Found in Pennsylvania

Student Discipline. One unique training mandate in Texas is student discipline training. The law requires that each principal or other appropriate administrator who oversees student discipline must, at least once every three school years, attend professional development training, including training relating to the distinction between a discipline management technique used at the principal's discretion and the discretionary authority of a teacher to remove a disruptive student. This professional development training may be provided in coordination with regional education service centers using distance learning methods, such as telecommunications networks, and using available agency resources.⁵⁶⁹ Pennsylvania does not specifically have training requirements related to student discipline; however, Pennsylvania does have some training requirements focusing on positive behavior support, which does require training in the use of restraints, if the situation warrants such use.⁵⁷⁰

Utah

In Utah, training mandates for school employees cover a variety of topics such as administration of medication to students⁵⁷¹, use and storage of epinephrine auto-injectors⁵⁷², bullying, cyber-bullying, hazing, abusive conduct, and retaliation prevention⁵⁷³, youth suicide awareness and preventions⁵⁷⁴, seizure rescue medication⁵⁷⁵, evaluating student injuries and management of concussions⁵⁷⁶, and financial and economic literacy instruction training.⁵⁷⁷

Sample Training Mandate Similar to Pennsylvania

Seizure Rescue Medication. The State of Utah has training mandates addressing seizure rescue medication. According to Utah law, before designated staff begin working with any students with a seizure rescue need and annually thereafter, any teacher or other school employee who volunteers to become a qualified adult for such purpose is required to receive Seizure Rescue Medication training. Training includes:

1. Techniques to recognize symptoms that warrant the administration of a seizure rescue medication.
2. Standards and procedures for the storage of a seizure rescue medication.
3. Procedures, in addition to administering a seizure rescue medication, if a student requires administration of the seizure rescue medication, including:

⁵⁶⁹ V.T.C.A., Education Code § 37.0181(a)-(b).

⁵⁷⁰ 22 Pa. Code § 14.133(a), (f).

⁵⁷¹ UT ST § 53G-9-502(1)(a).

⁵⁷² UT ST § 26-41-104.

⁵⁷³ UT ST § 53G-9-607.

⁵⁷⁴ UT ST § 53G-9-702.

⁵⁷⁵ UT ST § 53G-9-505(2)(a).

⁵⁷⁶ UT ST § 26-53-401.

⁵⁷⁷ UT ST § 53E-3-505.

- a. Calling 911; and
- b. Contacting the student's parent.
4. An assessment to determine if an individual is competent to administer a seizure rescue medication.
5. An annual refresher training component.
6. Written materials describing the information.⁵⁷⁸

A trained school employee volunteer for this purpose must be an individual who is an employee of a public school where at least one student has a seizure rescue authorization and is at least 18 years old. All volunteers must receive training in the administration of a seizure rescue medication, demonstrate competency on an assessment; and complete annual refresher training each year that the individual intends to remain a trained school employee volunteer.⁵⁷⁹

Comparison to Pennsylvania:

- In Pennsylvania, coaches of athletic activity must once each year complete the sudden cardiac arrest training course offered by a provider, approved by Pennsylvania's Department of Education.
- In Pennsylvania, seizure recognition and related first-aid training is not required for athletic coaches. Instead, it is optional for all school staff.

Sample Training Mandate Not Found in Pennsylvania

Financial and Economic Literacy Instruction. The Utah State Board of Education state integrated existing and new financial and economic literacy education into instruction in kindergarten through grade 12 schools. As part of its integration program, the board created training materials and staff development programs that highlight areas of potential coordination between financial and economic literacy education and other core educational standards for public schools concepts taught in the state. The materials to be reviewed by staff are also designed to demonstrate specific examples of financial and economic literacy concepts as a way of teaching other core standards for Utah public schools.⁵⁸⁰

⁵⁷⁸ UT ST § 53G-9-505(2)(a).

⁵⁷⁹ UT ST § 53G-9-505(1)(d).

⁵⁸⁰ UT ST § 53E-3-505.

Vermont

The state of Vermont requires training mandates for its school employees and educational professionals in topics such as school bus operation and evacuation,⁵⁸¹ school facilities management,⁵⁸² concussion evaluation and prevention,⁵⁸³ responding to misbehavior,⁵⁸⁴ and professional development for teachers in the field of literacy.⁵⁸⁵

Sample Training Mandate Similar to Pennsylvania

Concussion Evaluation and Prevention. In Vermont, concussion training for coaches is only required once every two years. The training must teach coaches how to recognize the symptoms of a concussion or other head injury, how to reduce the risk of concussions during athletic activities, and how to teach athletes the proper techniques for avoiding concussions. Coaches who are new to coaching at the school, must receive training prior to beginning his or her first coaching assignment for the school.⁵⁸⁶

One unique aspect about Vermont's concussion training mandate is that it also applies to each referee of a contest involving a high school athletic team participating in a collision sport. Like coaches, referees for these types of sports must receive training not less than every two years on how to recognize concussions when they occur during athletic activities.⁵⁸⁷

Comparison to Pennsylvania:

- Pennsylvania requires only athletic coaches to receive annual concussion management training. It does not appear to apply to contracted referees like the Vermont mandate.

Sample Training Mandate Not Found in Pennsylvania

Responding to Misbehavior. Vermont has mandated training for school staff members regarding appropriate responses to the misbehavior of students. Each public and each approved independent school in the state is required to adopt and implement a comprehensive plan for responding to student misbehavior. To the extent appropriate, the plan must promote the positive development of youths. The plan must include:

[a] description of how the school will ensure that all staff and contractors who routinely have unsupervised contact with students periodically receive training on the maintenance of a safe, orderly, civil, and positive learning environment. The training shall be appropriate to the role of the staff member being trained and shall teach classroom and

⁵⁸¹ 23 V.S.A. § 1282.

⁵⁸² 16 V.S.A. § 837.

⁵⁸³ 16 V.S.A. § 1431(c).

⁵⁸⁴ 16 V.S.A. § 1161a.(a).

⁵⁸⁵ 16 V.S.A. § 2903a(3)(b).

⁵⁸⁶ 16 V.S.A. § 1431(c).

⁵⁸⁷ *Ibid.*

behavior management, enforcement of the school's discipline policies, and positive youth development models.⁵⁸⁸

Vermont law categorically prohibits corporal punishment, that is, the intentional infliction of physical pain on a pupil as a disciplinary measure. However, the law does permit reasonably necessary force to be used by a teacher in certain circumstances (i.e., a child attempts to use a dangerous weapon).⁵⁸⁹ Pennsylvania does not have any specific training mandates for school personnel or staff on responding to student misbehavior; however, as mentioned previously, Pennsylvania does have training requirements for positive behavioral support and use of restraints.⁵⁹⁰

Virginia

The Commonwealth of Virginia is generally regarded as having one of the better public-school systems in the country. Virginia law requires training for educational professionals and school employees in a variety of areas such as seizure management,⁵⁹¹ epinephrine administration,⁵⁹² school safety,⁵⁹³ immunodeficiency virus infections,⁵⁹⁴ school bus drivers,⁵⁹⁵ mental health awareness,⁵⁹⁶ teacher mentorship,⁵⁹⁷ cultural competency,⁵⁹⁸ and autism.⁵⁹⁹

Sample Training Mandate Similar to Pennsylvania

Mental Health Awareness. Virginia has mandatory mental health awareness training required for every teacher and other relevant school personnel. Virginia law requires that each school board adopt and implement policies that require each teacher and other relevant personnel, as determined by the school board, employed on a full-time basis, to complete a mental health awareness training or similar program at least once.⁶⁰⁰

The local school board has the duty to provide required personnel the training and in fulfilling this duty, the school board may contract with the Department of Behavioral Health and Developmental Services, a community services board, a behavioral health authority, a nonprofit

⁵⁸⁸ 16 V.S.A. § 1161a.(a).

⁵⁸⁹ 16 V.S.A. § 1161a.(c).

⁵⁹⁰ 22 Pa. Code § 14.133(a), (f).

⁵⁹¹ VA Code Ann. § 22.1-274.6.B.-C.

⁵⁹² VA Code Ann. § 22.1-274.2.C.

⁵⁹³ VA Code Ann. § 22.1-137.3.

⁵⁹⁴ VA Code Ann. § 22.1-271.3.

⁵⁹⁵ VA Code Ann. § 22.1-178.

⁵⁹⁶ VA Code Ann. § 22.1-298.6.A.

⁵⁹⁷ VA Code Ann. § 22.1-305.1.A.

⁵⁹⁸ VA Code Ann. § 22.1-298.7.

⁵⁹⁹ VA Code Ann. § 22.1-298.3.A.

⁶⁰⁰ VA Code Ann. § 22.1-298.6.A.

organization, or other certified trainer. Mental health awareness training can be provided *via* an online module.⁶⁰¹

Comparison to Pennsylvania:

- Pennsylvania handles matters such as suicide prevention training and substance abuse separately by statute as their own individual training mandates.
- In Pennsylvania, only professional educators serving students in grades six through twelve are required to participate in suicide awareness and prevention training for four hours every five years.⁶⁰²

Sample Training Mandate Not Found in Pennsylvania

Teacher Mentorship. The Virginia Board of Education allocates funds for mentor teacher programs utilizing specially trained public-school teachers as mentors to help and provide professional support to teachers entering the profession and to improve the performance of experienced teachers who are struggling to perform at an acceptable level.⁶⁰³

The Board provides guidelines for mentor teacher programs, as well as criteria for beginning and experienced teacher participation, including self-referral, and the qualifications and training of mentor teachers. These guidelines are administered by local school boards, with the assistance of an advisory committee made up of teachers, principals, and supervisors. Mentor teachers must be “classroom teachers who have achieved continuing contract status and who work in the same building as the teachers they are assisting or be instructional personnel who are assigned solely as mentors.”⁶⁰⁴

Mentor teachers can only be assigned to a limited number of teachers at one time. Instructional personnel who are not assigned solely as mentors should not be assigned to more than four teachers at one time. Mentor teachers help other teachers by guiding them through demonstrations, observations, and consultations to promote instructional excellence. Local school boards must provide adequate release time for mentor teachers during the contract day. Mentor teachers appear to receive additional compensation for their roles.⁶⁰⁵ Pennsylvania does not have similar training requirements for mentor teachers at the state level.

⁶⁰¹ VA Code Ann. § 22.1-298.6.B.

⁶⁰² PSC § 1526(a)(2); 24 P.S. § 15-1526(a)(2).

⁶⁰³ VA Code Ann. § 22.1-305.1.A.

⁶⁰⁴ *Ibid.*

⁶⁰⁵ VA Code Ann. § 22.1-305.1.A.-B.

Washington

In Washington, school employees must undergo a variety of training requirements which include but are not limited to reporting physical abuse and sexual misconduct by school employees,⁶⁰⁶ epilepsy and seizure disorders,⁶⁰⁷ diabetes,⁶⁰⁸ collaboration with paraeducators,⁶⁰⁹ mental health first aid,⁶¹⁰ and mentor educators.⁶¹¹

Sample Training Mandate Similar to Pennsylvania

Diabetes. Washington requires schools to have a parent-designated individual, who is a school employee, to perform blood glucose tests, administer insulin, treat hypoglycemia and hyperglycemia, and have easy access to necessary supplies and equipment to perform monitoring and treatment functions as specified in the individual health plan of a student with diabetes. A school's board of directors must designate a professional person licensed as a registered nurse or advanced registered nurse practitioners to consult and coordinate with the student's parents and health care provider, and train and supervise the appropriate school district personnel regarding the proper procedures for care for students with diabetes. The training must help ensure a safe, therapeutic learning environment. Training may also be provided by a diabetes educator with national certification. Parent-designated adults who are school employees are required to receive the training as well. Parent-designated adults who are not school employees are required to show evidence of comparable training. The parent-designated adult must also receive additional training for the additional care the parents have authorized the parent-designated adult to provide.⁶¹²

Comparison to Pennsylvania:

- Like Washington, Pennsylvania requires a school district nurse, in consultation with the chief school administrator to identify at least one individual in each school building to administer diabetes medication. However, the individual selected in Pennsylvania would be generally selected for the school building, not selected by a student's parents.
- Pennsylvania requires its selected school employees to annually demonstrate competency in the training.⁶¹³

Sample Training Mandate Not Found in Pennsylvania

Collaboration with Paraeducators. Paraeducators in the State of Washington are the equivalent to paraprofessionals in Pennsylvania. Each is a school employee who works under the direction of certified teachers or other certified school staff. Oftentimes in Pennsylvania,

⁶⁰⁶ West's RCWA 28A.400.317.

⁶⁰⁷ West's RCWA 28A.210.355.

⁶⁰⁸ West's RCWA 28A.210.330.

⁶⁰⁹ WA ST 28A.300.606.

⁶¹⁰ WA ST 43.20A.765.

⁶¹¹ WA ST 28A.415.265.

⁶¹² West's RCWA 28A.210.330(1), (3).

⁶¹³ PSC § 1414.3(a)-(b); 24 P.S. § 14-1414.3(a)-(b).

paraprofessionals assist teachers in the provision of instruction programs and services to children with disabilities or other eligible young children.

Washington state law provides that the superintendent of public instruction, in consultation with the state’s paraeducator board and the professional educator standards board, design a training program for teachers and administrators relating to their role in working with paraeducators. Specific teacher training must include how to direct a paraeducator working with students in the paraeducators’ classroom. In addition, administrator training must include how to supervise and evaluate paraeducators. While the state must make the training available to school districts and educational service districts, it does not appear to be mandated for district implementation.⁶¹⁴ Pennsylvania does not have similar training programs addressing the work relationship between the two professionals.

West Virginia

West Virginia requires training in a variety of topics for school employees, some of which include sexual abuse of children,⁶¹⁵ use of epinephrine auto-injectors,⁶¹⁶ student self-harm and eating disorders,⁶¹⁷ professional school personnel evaluators,⁶¹⁸ teaching aides,⁶¹⁹ and alternative program teachers.⁶²⁰

Sample Training Mandate Similar to Pennsylvania

Teaching Aides. Like Pennsylvania, West Virginia provides training mandates for paraprofessionals – referred to as “teacher aides” in West Virginia. West Virginia law requires that each county school board must provide a four-clock-hour program of training for any teacher aide employed to assist teachers in providing services to exceptional children under this article prior to the assignment. The program consists of training in areas specifically related to the education of exceptional children. The training occurs during normal working hours, and an opportunity to be trained must be provided to a service person prior to filling a vacancy.⁶²¹

County boards must annually make available during normal working hours to all regularly employed teachers’ aides 12 hours of training that satisfies continuing education requirements for aides regarding the following:

1. Providing services to children who have displayed violent behavior or have demonstrated the potential for violent behavior; and

⁶¹⁴ WA ST 28A.300.606.

⁶¹⁵ W. Va. Code, § 18-2-41(b).

⁶¹⁶ W. Va. Code, § 18-5-22c.

⁶¹⁷ W. Va. Code, § 18-2-40a.

⁶¹⁸ W. Va. Code, § 18A-3C-2(h)(i).

⁶¹⁹ W. Va. Code, § 18-20-2(c).

⁶²⁰ W. Va. Code, § 18A-3-1c(c).

⁶²¹ W. Va. Code, § 18-20-2(c).

2. Providing services to children diagnosed as autistic or with autism spectrum disorder.⁶²²

The training is structured to permit the employee to qualify as an autism mentor after a minimum of four years of training. Moreover, the county board must notify in writing all teachers' aides of the location, date, and time the training will be offered for qualification as an autism mentor and reimburse any regularly employed or substitute teacher's aide who elects to attend this training for one half of the cost of the tuition.

Comparison to Pennsylvania:

- Like Pennsylvania and most other states, West Virginia provides a minimum hour requirement to satisfy this training mandate.⁶²³

Sample Training Mandate Not Found in Pennsylvania

Alternative Program Teachers. West Virginia offers a program for teacher education as an alternative to the standard college or university programs for the education of teachers. The program helps during times of critical need and shortages of teachers. Once these teachers are certified to begin teaching, the West Virginia State Education Board can approve a professional support team for supporting, supervising, inducting, and mentoring a beginning teacher or teacher-in-residence.⁶²⁴ An alternative program may provide continuing instruction through nontraditional methods, including, but not limited to, methods such as a series of modules covering the various topics, electronically delivered instruction, summer sessions, professional development, and job-embedded mentoring.⁶²⁵

Wisconsin

In Wisconsin, school employees and educational professionals are required to complete different training requirements to stay employed at their respective schools and in their respective positions. Some of these training requirements cover topics such as suicide prevention,⁶²⁶ concussion and head injury education,⁶²⁷ health and safety,⁶²⁸ child neglect and abuse identification,⁶²⁹ and use of physical restraint.⁶³⁰

⁶²² W. Va. Code, § 18-20-2(d).

⁶²³ W. Va. Code, § 18-20-2(d)(2)(A)-(B).

⁶²⁴ W. Va. Code, § 18A-3-1c(c).

⁶²⁵ W. Va. Code, § 18A-3-1c(b).

⁶²⁶ W.S.A. 115.365.

⁶²⁷ W.S.A. 118.293.

⁶²⁸ W.S.A. 118.07.

⁶²⁹ Wis. Stat. sec. 118.07(5).

⁶³⁰ Wis. Stat. sec. 118.305(6).

Sample Training Mandate Similar to Pennsylvania

Concussion and Head Injury Education. In consultation with the Wisconsin Interscholastic Athletic Association, the Wisconsin Department of Education develops guidelines and other information for the purpose of educating athletic coaches and pupil athletes and their parents or guardians about concussion and head injuries that can occur in youth athletic activities. The state statute does not provide specific details about the training requirements but permits the department to create guidelines that schools can use to educate their coaches.⁶³¹

Comparison to Pennsylvania:

- Like Wisconsin, coaches in Pennsylvania are required to take training courses on brain injuries and concussions.⁶³²
- Pennsylvania statutory law provides express frequency requirements for concussion and brain injury training. Specifically, coaches of athletic activity must complete a concussion management certification training course offered by the Centers for Disease Control and Prevention once annually. There does not appear to be an hours-requirement for the course.⁶³³
- Pennsylvania law requires school entities to offer a cardiopulmonary resuscitation training (CPR) class on the school premises no less than once every three years.⁶³⁴ However, the course must only be offered as an option to all employees of a school entity.

Sample Training Mandate Not Found in Pennsylvania

Use of Physical Restraint. Wisconsin requires physical restraint training of at least one person per building (in which it may be used). The entities providing the training have discretion as to the frequency of the training. No covered individuals are permitted to use physical restraint on a student at school unless he or she has received training that includes all the following components:

1. Evidence-based instruction related to positive behavioral support and interventions, safe physical escort, understanding antecedents, de-escalation, conflict prevention, and conflict management.
2. Evidence-based techniques, including debriefing shown to prevent or reduce the use of physical restraint.
3. An identification and description of dangerous behavior that may indicate the need for physical restraint and methods of evaluating risk of harm to determine whether physical restraint is warranted.
4. Instruction regarding the effects of physical restraint on the person restrained, in monitoring signs of physical distress, and in obtaining medical assistance.
5. Instruction in documenting and reporting incidents of physical restraint.

⁶³¹ W.S.A. 118.293(2).

⁶³² SYSA § 3(a), (e); 24 P.S. § 5321(a), (e).

⁶³³ *Ibid.*

⁶³⁴ PSC § 1205.4(a)-(b); 24 P.S. § 12-1205.4(a)-(b).

6. A requirement that the trainee demonstrate his or her ability to identify prohibited techniques in administering physical restraint.⁶³⁵
 - a. Wisconsin law does provide an exception for a covered individual who has not received training to use physical restraint on a student at school in emergency situations, where a covered individual who has received training is not immediately available due to the unforeseen nature of the emergency. Schools are required to maintain a record of the training received by the covered individual, including the period during which the training is considered valid by the entity that trained the covered individual.⁶³⁶

Pennsylvania law requires that positive, rather than negative, measures must form the basis of behavior support for students. Restraints may only be used in certain circumstances to control acute or episodic aggressive or self-injurious behavior when the student is acting in a manner that presents clear danger to himself, to other students or to employees, and only when less restrictive measures and techniques are less effective. School entities must train their personnel for the use of specific procedures, methods, and techniques, and for having a written policy and procedures on the use of positive behavior support techniques and obtaining parental consent prior to the use of restraints or intrusive procedures.

Wyoming

The state of Wyoming requires its school employees and educational professionals to receive training in a variety of topics, which include but are not limited to administration of epinephrine auto-injectors,⁶³⁷ harassment, bullying, and intimidation,⁶³⁸ suicide awareness and prevention,⁶³⁹ child sexual abuse education, prevention, and response,⁶⁴⁰ school bus operators,⁶⁴¹ and possession of firearms on school property.⁶⁴²

Sample Training Mandate Similar to Pennsylvania

Child Sexual Abuse Education, Prevention, and Response. Wyoming authorizes its school districts to provide training to teachers and other school district employees, including

1. Instructional methods.
2. Child abuse or neglect reporting requirements.

⁶³⁵ Wis. Stat. sec. 118.305(6).

⁶³⁶ Wis. Stat. sec. 118.305(6)(b)2., (c).

⁶³⁷ W.S.1977 § 21-4-316(c)(iii).

⁶³⁸ W.S.1977 § 21-4-314(e).

⁶³⁹ W.S.1977 § 21-3-110(a)(xxxiii).

⁶⁴⁰ W.S.1977 § 21-3-133(a)(i)-(ii).

⁶⁴¹ W.S.1977 § 21-3-131(a)(v).

⁶⁴² W.S.1977 § 21-3-132(c).

3. Methods to respond to a student's disclosure of sexual abuse in a supportive and appropriate manner.⁶⁴³

Wyoming appears to give discretion to the districts to provide such training if they see fit.

Comparison to Pennsylvania:

- Pennsylvania provides express durational requirements of three hours of mandatory training every five years on this topic for all employees and independent contractors of school entities.
- Pennsylvania allows school entities and independent contractors to provide the training through "internet or other distance communications systems."
- Like Wyoming, Pennsylvania briefly lists topical content requirements under its training mandate – the law only provides that "[r]ecognition of the signs of abuse and sexual misconduct and reporting requirements..." must be included in the training.⁶⁴⁴

Sample Training Mandate Not Found in Pennsylvania

Female Genital Mutilation Education. One unique training requirement found in Wyoming and not many other states is that of Wyoming's female genital mutilation education program. The Wyoming Department of Health, the Attorney General's Office division of victim services or both agencies together are required to develop and administer a community education program regarding female genital mutilation. The program includes:

- (1) Education, prevention and outreach materials regarding the health risks and emotional trauma inflicted by the practice of female genital mutilation.
- (2) Ways to develop and disseminate information regarding recognizing the risk factors associated with female genital mutilation.
- (3) Training materials for law enforcement, teachers and others who are mandated reporters, encompassing:
 - a. Risk factors associated with female genital mutilation.
 - b. Signs that an individual may be a victim of female genital mutilation.
 - c. Best practices for responses to victims of female genital mutilation.
 - d. The criminal penalties associated with the facilitation or commission of female genital mutilation.⁶⁴⁵

Law enforcement, teachers, and others who are mandated reporters under state law are required by law to incorporate the training into their professional development programs and must provide the training to employees and volunteers.⁶⁴⁶

⁶⁴³ W.S.1977 § 21-3-133(a)(i)-(ii).

⁶⁴⁴ P.S.C. § 1205.6(a)(1); 24 P.S. § 12-1205.6(a)(1).

⁶⁴⁵ W.S.1977 § 35-25-401(a)(i)-(iii).

⁶⁴⁶ W.S.1977 § 35-25-401(b).

RECOMMENDATIONS

As a result of their deliberations, the advisory committee members concluded that the following steps would make mandatory training less burdensome and more effective, allowing school employees to achieve professional development goals in a better way, which, in turn, would lead to better outcomes for Pennsylvania's children.

1. Provide greater flexibility for school districts and other school entities to determine frequency/recurrence of trainings, based on the subject matter of the training and the monitoring and training systems established at the school entity.
2. Remove hour requirements in all mandates and substitute a content requirement for a time requirement; identify the objective for the mandate instead of indicating seat time. Mandates should be content-based rather than hour-based. Content requirements should be determined by a state agency that has expertise in the particular subject area. Dependent on the content of the statute, the appropriate state agency should develop the standards.
3. Provide greater flexibility for school districts and other school entities to determine who must complete the trainings based on the employee's certification, area of assignment, and defined job responsibilities; to vary frequency of mandated trainings for different personnel dependent on their degree of involvement with a particular issue and/or their experience; and specifically, to limit the audience for trainings on such topics as substance abuse, dating violence, pregnancy, and sexually transmitted diseases to certain qualified personnel who would most often come across risk-taking behavior in their role and responsibilities.
4. For all mandatory training requirements, allow for, at minimum, a one-year preparation period from the mandate's effective date before requirements go into effect.
5. Establish the Pennsylvania School Employees Professional Development Council to serve as a long-term solution for ongoing review and modification of past and future legislation. The council's role would be to
 - Review and provide feedback on legislation that proposes any new trainings for certified and non-certified educators and other school employees with a focus on reducing the burden on school districts and other school entities;

- Implement a review protocol to identify the possible implications and potential burden to school entities for any proposed future statute; that would include identifying the real cost (personnel, time, resources, finances, and materials) to school entities and the feasibility to achieve the mandate within the timeframe specified, assessing the priority/relevance of the training, and determining the optimal duration and frequency of the training.
- Make a final recommendation to the General Assembly in a timely manner.

This independent council would represent a cross-section of stakeholders. The council would be comprised of representatives of key stakeholders, including, but not limited to, representatives of the Pennsylvania State Education Association, the Pennsylvania School Boards Association, the Pennsylvania Principals Association, the Pennsylvania Association of School Administrators, the Pennsylvania Association of Career and Technical Administrators, the Pennsylvania Department of Education, and the AFT Pennsylvania (a state affiliate of the American Federation of Teachers) as well as teachers, nurses, and school counselors. The chairperson and minority chairperson of the Education Committee of the Senate and the chairperson and minority chairperson of the Education Committee of the House of Representatives should also be members of the council to ensure a non-partisan approach and close, continuous communication between the council and the General Assembly. Dependent on the subject of a particular training mandate, the council will engage experts from the appropriate state department or agency, such as the Department of Health or the Pennsylvania Commission on Crime and Delinquency.

6. Ensure that the most essential in-service trainings are concentrated in one place for ease of reference, access, and manageability. School entities should have an opportunity to identify high-quality, individualized professional learning options for educators based on the local context and the needs of their students. This goal can be achieved by creating a state-sponsored mandatory training portal. One way to proceed would be to amend Act 55 of 2022, which has already set something similar in motion.⁶⁴⁷ The legislation requires the Pennsylvania Department of Education to establish a central online clearinghouse which shall include a database of online professional development courses for compliance with section 1205.2. The clearinghouse is expected to offer professional development courses for the 2027-2028 school year and in each school year thereafter. The database will include the professional development courses for which an application was approved, and it will be available to school entities, nonpublic schools, home education programs, and the general public. The database is intended to facilitate communication between school entities and providers of professional development courses cataloged in the clearinghouse to expedite the purchase of online courses. The clearinghouse outlined in Act 55 of 2022 could be expanded to include not only online but also face-to-face courses. It could become a convenient and efficient (though not exclusive) way for school entities to get access to high-quality training courses.

⁶⁴⁷ 24 P.S. 1502-L.

7. Direct the Independent Fiscal Office to prepare a fiscal note for bills and amendments which would create or amend a staff training mandate on school entities which may have a material financial impact. The office would issue a fiscal note on the bill or amendment in a timely fashion. If the office determines that the financial impact of a mandate is de minimis, a fiscal note would not be required, and the office would provide notice that a fiscal note is not required.⁶⁴⁸
8. Enhance new teachers' access to and awareness of mandatory trainings, their benefits, and possible access to them. This can be achieved via teacher preparation programs. A new state mandate module can be added to these programs as part of the student teaching/professional expectations section. This would ensure that all new teachers are prepared for the state-mandated teaching requirements before they accept a teaching position or are asked to substitute. Institutions of higher learning should be encouraged to increase their efforts to better prepare their graduates to deal with the professional development system.
9. Examine and assess the effectiveness of the training mandates over a certain period of time after implementation by studying objective outcomes and subjective perception by trainees. Build an evaluation module into the online training system that would collect attendees' data and allow attendees to express their opinion of the validity and effectiveness of the training received.

⁶⁴⁸ A similar recommendation has been proposed by PSBA; its government affairs team has been working with the legislators on a bill to amend Article 6 of the PA Administrative Code, which defines the duties of the Independent Fiscal Office.

THE GENERAL ASSEMBLY OF PENNSYLVANIA

HOUSE RESOLUTION

No. 163 Session of
2021

INTRODUCED BY R. MACKENZIE, M. MACKENZIE, BERNSTINE, R. BROWN,
CIRESI, SCHLEGEL CULVER, GLEIM, HILL-EVANS, LEWIS DELROSSO,
B. MILLER, N. NELSON AND C. WILLIAMS, DECEMBER 2, 2021

REFERRED TO COMMITTEE ON EDUCATION, DECEMBER 2, 2021

A RESOLUTION

- 1 Directing the Joint State Government Commission to establish an
2 advisory committee to conduct a study on training mandates on
3 public school entities.
- 4 WHEREAS, Pennsylvania public school entities, including
5 school districts, area career and technical centers,
6 intermediate units, charter schools, regional charter schools
7 and cyber charter schools, must comply with State mandates
8 relating to training employees and third-party vendors in areas
9 such as policy and procedure, curriculum, professional
10 development, health and wellness, human resources and school
11 safety and security; and
- 12 WHEREAS, Certain training requirements are redundant, overly
13 burdensome or no longer necessary, while other training
14 requirements are necessary and cannot be eliminated; and
- 15 WHEREAS, Considered separately, many training mandates can be
16 viewed as sincere efforts to enhance the quality of education,
17 student achievement, health, safety and wellness,
18 accountability, transparency and the efficient expenditure of

1 taxpayer money, but their combined effect can develop into an
2 unwieldy and burdensome task of complying with deadlines,
3 reporting, recordkeeping and paperwork requirements; and

4 WHEREAS, Relief from burdensome training mandate requirements
5 can save school districts and taxpayers money and result in more
6 efficient operations; therefore be it

7 RESOLVED, That the House of Representatives direct the Joint
8 State Government Commission to establish an advisory committee
9 to define what constitutes a training mandate and conduct a
10 comprehensive study of all existing training mandates relating
11 to training required by Federal and State law or regulations and
12 make recommendations for reducing burdensome and redundant
13 training mandates on public school entities. The advisory
14 committee shall be comprised of the following:

15 (1) The Secretary of Education or a designee.

16 (2) A representative of the Pennsylvania School Boards
17 Association.

18 (3) A representative of the Pennsylvania Association of
19 School Administrators.

20 (4) A representative of the Pennsylvania Principals
21 Association.

22 (5) A Pennsylvania certified teacher.

23 (6) A parent of a child attending a public school in
24 this Commonwealth.

25 (7) A representative of the Pennsylvania Coalition of
26 Public Charter Schools.

27 (8) A representative of the Pennsylvania Association of
28 Intermediate Units.

29 (9) A representative of the Pennsylvania State Education
30 Association.

1 (10) An education support professional.
2 (11) Other individuals and organizations selected by the
3 Joint State Government Commission;

4 and be it further

5 RESOLVED, That the Joint State Government Commission, in
6 conducting the study, do all of the following:

7 (1) Conduct a thorough and comprehensive study of all
8 training mandates in Federal and State law or regulations.

9 (2) Prepare an assessment of all training mandates in
10 State law or regulations and identify any duplicate Federal
11 and State training mandates.

12 (3) Evaluate any potential negative impacts of
13 eliminating certain training mandates in State law or
14 regulations.

15 (4) Review all available literature related to
16 comprehensive reviews of training mandates in other states.

17 (5) Include any recommendations relating to the
18 advisability of eliminating training mandates in State law or
19 regulation;

20 and be it further

21 RESOLVED, That the Joint State Government Commission issue a
22 report of its findings and recommendations to the House of
23 Representatives no later than 18 months from the adoption of
24 this resolution.

Pennsylvania School Employee and Third-Party Training Mandates (A Table)

- Section 1: Policy and Procedure
- Section 2: Curriculum
- Section 3: Professional Development
- Section 4: Health and Wellness
- Section 5: Human Resources
- Section 6: School Safety and Security

Section 1: Policy and Procedure

Policy and Procedure	
Subject	School Leadership
Requirements	
<p>Continuing professional education is required for school system leadership and administration. Programs shall address the following:</p> <p>Four Core standards:</p> <ol style="list-style-type: none"> 1. The knowledge and skills to think and plan strategically to create an organizational vision around personalized student success. 2. An understanding of standards-based systems theory and design and the ability to transfer that knowledge to the school or system leader’s job as the architect of standards-based reform in the school. 3. The ability to access and use appropriate data to inform decision-making at all levels of the system. 4. Understanding the impact of trauma on a child’s educational experience, the school's culture, climate and demographics and the community as a whole and applying trauma-informed approaches to inform decision-making at all levels of the system. <p>Six Corollary standards:</p> <ol style="list-style-type: none"> 1. Creating a culture of teaching and learning with an emphasis on learning, including teaching and learning in manufacturing and career and technical fields. 2. Managing resources for effective results. 3. Collaborating, communicating, engaging and empowering others inside and outside of the organization to pursue excellence in learning. 4. Operating in a fair and equitable manner with personal and professional integrity. 5. Advocating for children and public education in the larger political, social, economic, legal, and cultural context. 6. Supporting professional growth of self and others through practice and inquiry 	
Applicability	
<p>All school or system leaders. A “school or system leader” refers to an individual who serves on a certificate as a:</p> <ul style="list-style-type: none"> • Principal • vice principal • assistant principal • superintendent • assistant superintendent • intermediate unit executive director • assistant intermediate unit executive director or director of an area career and technical school. 	
Duration/Frequency	--
Governing Reference(s) (All section references are to the Public School Code of 1949 unless otherwise indicated.)	§§ 1205.5 and 1217 (24 P.S. §§ 12-1205.5 and 12-1217). Sections added by the act of July 20, 2007 (P.L.278, No.45). Subsection 1205.5(i) was added the act of July 8, 2022 (P.L.620, No.55).

Policy and Procedure	
Subject	School Directors
Requirements	
Each newly elected or appointed school director must complete, during the first year of the school director's first term, a training program made available by the Department of Education, in consultation with a Statewide organization representing school directors and a Statewide organization representing school business officials, pertaining to the skills and knowledge necessary to serve as a school director.	
Applicability	School Directors
Duration/Frequency	
<p>The training program shall consist of a minimum of five (5) hours of instruction, including, at a minimum, information regarding the following:</p> <ol style="list-style-type: none"> 1. Instruction and academic programs. 2. Best practices related to trauma-informed approaches, which shall comprise a minimum of one (1) hour of instruction. 3. Personnel. 4. Fiscal management. 5. Operations. 6. Governance. 7. Ethics and open meetings, to include the requirements under 65 Pa.C.S. Pt. II (relating to accountability). <p>Within one (1) year after each reelection or reappointment to the board of school directors, each school director must complete an advanced training program made available by the Department of Education in consultation with a Statewide organization representing school directors and a Statewide organization representing school business officials.</p> <p>The advanced training program must consist of a minimum of three (3) hours of instruction, including information on relevant changes to Federal and State public school law and regulations, fiscal management, trauma-informed approaches and other information deemed appropriate by the Department of Education to enable the school director to serve effectively.</p>	
Governing Reference(s) (All section references are to the Public School Code of 1949 unless otherwise indicated.)	§ 328 (24 P.S. § 3-328). Section added by the act of November 6, 2017 (P.L.1142, No. 55), and amended by the act of June 28, 2019 (P.L.146, No.18)

Policy and Procedure	
Subject	Administration Training
Requirements	
All school administrators, educators, and other officials who serve as district assessment coordinators, school assessment coordinators, test administrators, proctors, and interpreters annually complete the program's training for the Pennsylvania Keystone Exams and the Pennsylvania System of School Assessment (PSSA).	
Applicability	Each local education agency (LEA) has a DAC, responsible for completing the DAC, SAC, and TA trainings. Each school building has a SAC, responsible for completing the SAC and TA trainings. Test administrators, proctors, personal care attendants, and therapeutic staff support complete the TA training as well.
Duration/Frequency	Annually as follows: <ul style="list-style-type: none"> • District assessment coordinator (DAC) training (12 minutes of training) • School assessment coordinator (SAC) training (16 minutes of training), and • Test administrator (TA) training (35 minutes of training)
Governing Reference(s) (All section references are to the Public School Code of 1949 unless otherwise indicated.)	Division of Instructional Quality, Bureau of Curriculum, Assessment & Instruction, Pennsylvania Department of Education.

Section 2 - Curriculum

Curriculum	
Subject	Gifted Education
Requirements	
A school district and intermediate unit shall provide, under section 1205.1 of the School Code (24 P.S. §12-1205.1), in-service training related to educating gifted students.	
Applicability	
Gifted and regular teachers, principals, administrators, and support staff persons responsible for gifted education.	
Duration/Frequency	--
Governing Reference(s) (All section references are to the Public School Code of 1949 unless otherwise indicated.)	22 Pa. Code § 16.5(c)

Curriculum	
Subject	English as a Second Language
Requirements	
All local education agencies (LEAs) in which English learners (ELs) are enrolled must offer annual professional development related to ELD/ESL (English language development/English as a second language) as part of the Professional Development Act 48 Plan.	
Applicability	All LEA personnel
Duration/Frequency	--
Governing Reference(s) (All section references are to the Public School Code of 1949 unless otherwise indicated.)	22 Pa. Code § 16.5(c)

Curriculum	
Subject	Structured Literacy and Intervention
Requirements	
Professional development for teachers in foundational skills and instructional interventions based on structured literacy and providing opportunities for school personnel to serve as reading coaches to support teachers in delivering high-quality reading instruction.	
<p>Training must address, but shall not be limited to:</p> <ol style="list-style-type: none"> 1. Evidence-based intervention practices on structured literacy. 2. Explicit and systematic instruction in phonological and phonemic awareness. 3. The alphabetic principle, decoding and encoding, fluency and vocabulary. 4. Reading comprehension and building content knowledge. <p>School employees required to undergo continuing professional education under must receive credit toward the school employee’s continuing professional education requirements if the training program has been approved by the department.</p>	
Applicability	
Professional employees who hold instructional certificates in early childhood, elementary-middle level, Special Education-PK-12, English as a second language and reading specialist.	
Duration/Frequency	--
Governing Reference(s) (All section references are to the Public School Code of 1949 unless otherwise indicated.)	§ 1205.8 (24 P.S. § 12-1205.8). Added by the act of July 8, 2022 (P.L.620, No.55)

Section 3 - Professional Development

Professional Development	
Subject	Continuing Professional Education (CPE)
Requirements	
<p>Upon the expiration of an existing professional development plan, each school entity must submit to the secretary of education for approval a three-year professional education plan.</p> <p>The professional education plan of each school entity must be designed to meet the educational needs of that school entity and its professional employees.</p> <p>The plan must specify the continuing professional educational courses, programs, activities and other learning experiences approved to meet continuing professional development requirements under section 1205.2(c), including efforts designed to improve teacher knowledge in subject areas covering the academic standards listed in 22 Pa. Code Ch. 4 (relating to academic standards and assessment). ((c) amended June 30, 2012, P.L.684, No.82)</p> <p>The continuing professional education plan must also specify the professional education needs that will be met by completion of each continuing professional education option and how it relates to areas of assignment and certification or potential administrative certification. The options may include, but shall not be limited to:</p> <ol style="list-style-type: none"> 1. Collegiate studies. 2. Continuing professional education courses taken for credit. 3. Other programs, activities or learning experiences taken for credit or hourly. <p>The department must adopt a system for maintaining records of credits and hours of continuing professional education successfully completed by professional educators.</p>	
Applicability	All professional educators
Duration/Frequency	
The professional education plan of each school entity must include a minimum of one (1) hour of required training in trauma-informed approaches.	
Governing Reference(s) (All section references are to the Public School Code of 1949 unless otherwise indicated.)	§§ 1205.1 and 1205.2 (24 P.S. §§ 12-1205.1 and 12-1205.2), as amended by the act of Nov. 23, 1999 (P.L. 529, No. 48.) §1205.2 also amended by the act of July 8, 2022 (P.L.620, No.55)

Professional Development	
Subject	Leave of Absence for Professional Development
Requirements	
A leave of absence for professional development must be directly related to the professional responsibilities as determined by the board of school directors and shall be restricted to activities required by regulations of the State Board of Education and state laws for a professional certificate or commission or to improve professional competency.	
Applicability	All professional educators
Duration/Frequency	
At a minimum for a half school term, a leave of absence for professional development must consist of any of the following or a combination thereof: nine (9) graduate credits, twelve (12) undergraduate credits, one hundred eighty (180) hours of professional development activities.	
At a minimum for a full school term, a leave of absence for professional development shall consist of any of the following or a combination thereof: eighteen (18) graduate credits, twenty-four (24) undergraduate credits, three hundred sixty (360) hours of professional development activities.	
Governing Reference(s) (All section references are to the Public School Code of 1949 unless otherwise indicated.)	§ 1166.1 (24 P.S. § 1161.1). Section added by the act of June 28, 1996 (P.L.430, No.66)

Professional Development	
Subject	Special Education Supports and Services Personnel
Requirements	
<p>Instructional paraprofessionals must meet one of the following qualifications:</p> <ol style="list-style-type: none"> 1. Have completed at least 2 years of postsecondary study. 2. Possess an associate degree or higher. 3. Meet a rigorous standard of quality as demonstrated through a State or local assessment. <p>A personal care assistant provides one-to-one support and assistance to a student, including support and assistance in the use of medical equipment (for example, augmentative communication devices; activities of daily living; and monitoring health and behavior). A personal care assistant may provide support to more than one student, but not at the same time.</p> <p>Educational interpreters. An educational interpreter is an individual who provides students who are deaf or hard of hearing with interpreting or transliterating services in an educational setting.</p> <p>To serve as an educational interpreter, an individual shall meet the qualifications in subparagraph (1) or (2) and subparagraph (3):</p> <ol style="list-style-type: none"> 1. Achieve and provide evidence of a score of 3.5 on the Educational Interpreter Performance Assessment (EIPA) for the appropriate grade level to which the person has been assigned. 	

Professional Development	
Subject	Special Education Supports and Services Personnel
Requirements	
<p>2. Be a qualified sign language interpreter or qualified transliterator under the Sign Language Interpreter and Transliterator Registration Act (63 P.S. § § 1725.1—1725.12) and its implementing regulations.</p> <p>3. Participate in staff development activities relating to interpreting or transliterating services annually.</p>	
Applicability	Paraprofessionals ⁶⁴⁹ Personal Care Assistants, and Interpreters
Duration/Frequency	
<p>Instructional paraprofessionals, each school year, shall provide evidence of 20 hours of staff development activities related to their assignment.</p> <p>Personal care assistants shall provide evidence of 20 hours of staff development activities related to their assignment each school year. The 20 hours of training may include training required by the school-based access program.</p> <p>A minimum of 20 hours of staff development activities relating to interpreting or transliterating services annually.</p>	
Governing Reference(s) (All section references are to the Public School Code of 1949 unless otherwise indicated.)	22 Pa. Code § 14.105

Professional Development	
Subject	Online Education Professional Development Initiative
Requirements	
<p>The department of education must establish a central online clearinghouse which shall include a database of online professional development courses.</p> <p>Online courses or professional development courses included in the clearinghouse from providers may be offered for purchase.</p> <p>The department must create an online database that catalogs the online courses and professional development courses for which an application was approved and make the database available to school entities, nonpublic schools, home education programs and the general public.</p> <p>The department is required to construct the database for online courses and professional development courses in such a way as to:</p>	

⁶⁴⁹ School employee who works under the direction of a certificated staff member to support and assist in providing instructional programs and services to children with disabilities or eligible young children.

Professional Development	
Subject	Online Education Professional Development Initiative
Requirements	
<p>1. Provide information on each course listed in the database, including a description of the content and applicable grade levels of each course.</p> <p>2. Facilitate communication between school entities, nonpublic schools or home education programs and providers of online courses and professional development courses cataloged in the clearinghouse to expedite the purchasing of the online courses.</p> <p>The department must also, at least annually, or at any time the status of an online course or professional development course changes, update the database, collect application fees and deposit the fees into the account, utilize the money in the account, including interest on the money, to pay expenses incurred by the department in carrying out its duties under this article, explore the possibility for Federal and private funding to support the clearinghouse, and upon request, provide assistance to school districts which have been declared to be in financial recovery status or identified for financial watch status under Article VI-A by facilitating the school districts' search for low-cost or no-cost online course or professional development course options.</p>	
Applicability	Professional Educators
Duration/Frequency	--
Governing Reference(s) (All section references are to the Public School Code of 1949 unless otherwise indicated.)	Article XV-L (added by the act of July 8, 2022 (P.L. 620, No.55).

Professional Development	
Subject	Trauma-Informed Awareness
Requirements	
<p>No later than August 31, 2019, the committee shall develop a model trauma-informed approach plan that shall be used by a school entity applying for a grant under section 1306-B(j)(21). The plan must include the following:</p> <p>Designation of at least one individual who:</p> <ul style="list-style-type: none"> • is assigned to the school; • oversees the implementation of the plan, integrating the coordination of services and professional development into the school entity's comprehensive plan; and • serves as a member of a school's student assistance program. <p>Coordination of services among:</p> <ol style="list-style-type: none"> 1. the student and the student's family; 2. the school; and 	

Professional Development

Subject

Trauma-Informed Awareness

- 3. county-based services, community care organizations, public health entities, nonprofit youth service providers, community-based organizations, organizations that provide before or after-school care and other similar groups that are located in the community.

Indication of how coordinated services are provided based on a trauma-informed approach with an understanding, recognition and responsiveness to the effects of trauma on education, absenteeism and school completion, including the secondary impact of trauma on school employees.

Utilization of evidence-based or evidence-informed approaches that are tailored to the community to ensure that data is collected and the effectiveness of the trauma-informed approaches are determined.

Professional development and support for school staff which fosters a culture in the school entity and community that is informed about how to understand, recognize, and respond to trauma and address the impact of trauma on students as a secondary impact on school employees.

School entities shall provide school employees with training on trauma-informed approaches.

Training shall address, but shall not be limited to:

- Recognition of the signs of trauma in students.
- Best practices for schools and classrooms regarding trauma-informed approaches, including utilization of multitiered systems of support.
- Recognition of the signs of the impact of secondary trauma on school employees and appropriate resources for school employees who are experiencing secondary trauma.
- The school entity’s policies regarding trauma-informed approaches.
- The school entity’s policies regarding connecting students with appropriate services.

Training shall be on evidence-based or evidence-informed programs that are tailored to the local community and reflect current best practices related to trauma-informed approaches.

School employees required to undergo continuing professional education under section 1205.2 or 1205.5 shall receive credit toward the school employees’ continuing professional education requirements if the training program has been approved by the Department of Education.

The school entity shall make a reasonable effort to facilitate a time and location for school employees under this section to participate in the training during paid working hours or in-service training.

For trauma informed training, these definitions are applicable:

“Evidence-based” shall have the meaning given in section 8101(21) of the Every Student Succeeds Act (Public Law 114-95, 129 Stat. 1802).

“School employe” shall have the meaning given to the term “professional employe” in section 1101(1).

“School entity” shall mean a public school, including a school district, charter school, cyber charter school, regional charter school, intermediate unit or area career and technical school, a private school or a nonpublic school.

Professional Development	
Subject	Trauma-Informed Awareness
Applicability	School employees
Duration/Frequency	--
Governing Reference(s) (All section references are to the Public School Code of 1949 unless otherwise indicated.)	§§ 1205.7 and §1311-B (24 P.S. § 12-1205.7 and 13-1311-B), as amended by the act of June 28, 2019 (P.L.146, No.18). § 1311-B establishes the criteria for a school entity's adoption of a trauma-informed approach to education, and training requirements are found in § 1205.7

Professional Development	
Subject	Child Abuse Recognition and Reporting
Requirements	
<p>School entities and independent contractors of school entities shall provide their employees who have direct contact with children with mandatory training on child abuse recognition and reporting. Training shall address, but shall not be limited to, the following topics:</p> <ol style="list-style-type: none"> 1. Recognition of the signs of abuse and sexual misconduct and reporting requirements for suspected abuse and sexual misconduct in this Commonwealth. 2. Provisions of the act of December 12, 1973 (P.L.397, No.141), known as the "Professional Educator Discipline Act," including mandatory reporting requirements. 3. The school entity's policies related to reporting of suspected abuse and sexual misconduct. 4. Maintenance of professional and appropriate relationships with students. <p>School entities and independent contractors may provide training through the Internet or other distance communications systems.</p> <p>Employees required to undergo continuing professional education under section 1205.2 shall receive credit toward their continuing professional education requirements if the training program has been approved by the Department of Education in consultation with the Department of Public Welfare.</p>	
Applicability	All school employees.
Duration/Frequency	
Employees shall complete a minimum of three hours of training every five years.	
Governing Reference(s) (All section references are to the Public School Code of 1949 unless otherwise indicated.)	§ 1205.6 (24 P.S. § 1205.6), added by the act of July 5, 2012 (P.L.1084, No.126)

Professional Development:	
Subject	Child Exploitation Awareness
Requirements	
<p>Each school entity may develop an age-appropriate child exploitation awareness education program and incorporate such program into the school entity's existing curriculum for students in kindergarten through grade eight. In developing the program, the school entity may use the model curriculum developed by the Pennsylvania Department of Education.</p> <p>The program may include training in child exploitation awareness in the professional development plan submitted by the school entity to the secretary for approval Training under this paragraph may be used to satisfy a professional educator's continuing professional education requirement under section 1205.2. A school entity may use the materials made available by the department.</p>	
Applicability	Professional Educators
Duration/Frequency	
The school entity shall provide four hours of such training every five years for professional educators assigned to teach courses that involve child exploitation awareness education.	
Governing Reference(s) (All section references are to the Public School Code of 1949 unless otherwise indicated.)	§ 1527 (24 P.S. § 15-1527). Section added by the act of June 26, 2014 (P.L.779, No,71)

Professional Development	
Subject	Bullying Prevention and Awareness
Requirements	
<p>Each school entity shall adopt a policy or amend its existing policy relating to bullying and incorporate the policy into the school entity's code of student conduct required under 22 Pa. Code § 12.3(c) (relating to school rules). The policy shall delineate disciplinary consequences for bullying and may provide for prevention, intervention, and education programs, provided that no school entity shall be required to establish a new policy under this section if one currently exists and reasonably fulfills the requirements of this section. The policy shall identify the appropriate school staff person to receive reports of incidents of alleged bullying.</p> <p>School entities shall provide their employees with mandatory training on school safety and security subject to the following based on the needs of the school entity:</p> <p>Training shall address any combination of one or more of the following, based on the needs of the school entity:</p> <ol style="list-style-type: none"> 1. Situational awareness. 2. Trauma-informed approaches. 3. Behavioral health awareness. 4. Suicide and bullying awareness. 5. Substance use awareness. 	

Professional Development	
Subject	Bullying Prevention and Awareness
Requirements	
<p>Training may be provided through the Internet or other distance communication systems.</p> <p>Employees required to undergo continuing professional education shall receive credit toward their continuing professional education requirements.</p>	
Applicability	School employees
Duration/Frequency	Minimum of two hours of training every year.
Governing Reference(s) (All section references are to the Public School Code of 1949 unless otherwise indicated.)	§ 1303.1-A (24 P.S. § 13-1303.1-A) establishes the criteria for a school entity's policy of bullying, and the mandate for training is found in §1310-B set forth in the Safety and Security section of this document.

Professional Development	
Subject	Youth Suicide Prevention and Awareness
Requirements	
<p>Each school entity shall adopt an age-appropriate youth suicide awareness and prevention policy and shall inform each school entity employe and the parent or on post the policy on the school entity's publicly accessible Internet website. The policy adopted legal guardian of each student enrolled in the school entity of such policy and post such policy by a school entity may be based upon the model policy developed by the Department of Education.</p> <p>A school entity may use the materials made available by the department. Training must be included in the policy. Said training may be used to satisfy a professional educator's continuing professional education requirement.</p>	
Applicability	
Professional Educators in school buildings serving students in grades six through twelve.	
Duration/Frequency	
Four hours of training in youth suicide awareness and prevention every five years.	
Governing Reference(s) (All section references are to the Public School Code of 1949 unless otherwise indicated.)	§ 1526 (24 P.S. 15-1526). Section added by the act of June 26, 2014 (P.L.779, No.71)

Section 4 - Health and Wellness

Health and Wellness	
Subject	CPR Instruction
Requirements	
<p>School entities are required to offer a cardiopulmonary resuscitation training (CPR) class on school premises.</p> <p>Completion of training, including testing of skills and knowledge, shall be documented by the signature and title of a representative of the training entity and shall include the date training was completed. Documentation shall be retained in the facility in that employe’s file. Training shall be conducted by:</p> <ol style="list-style-type: none"> 1. the American Red Cross; 2. the American Heart Association; 3. an individual certified to conduct CPR training by the American Red Cross, American Heart Association or other certifying agency approved by the Department of Health; or 4. other certifying agency approved by the Department of Health. <p>School districts may include this training in the continuing education plan submitted by the district to the Department of Education.</p> <p>A school entity shall be defined as a local school district, intermediate unit or area career and technical school.</p>	
Applicability	
<p>The course shall be offered as an option to all employees of the school entity.</p> <p>A person hired for a position as a school nurse after July 1, 2014, shall be CPR-certified or complete CPR certification through a Department of Health-approved certifying agency within one year of the hire date. A school nurse shall complete CPR recertification within the time frame established by the approved certifying agency.</p>	
Duration/Frequency	
School entity must offer at least once every three years.	
Governing Reference(s) (All section references are to the Public School Code of 1949 unless otherwise indicated.)	§ 1205.4 (24 P.S. § 12-1205.4), added by the act of November 22, 2000 (P.L.672, No. 91); § 1410 (24 P.S. § 14-1410) as amended July 2, 2014 (P.L.985, No.107)

Health and Wellness	
Subject	Sudden Cardiac Arrest and Electrocardiogram Testing
Requirements	
A coach of an athletic activity shall complete the sudden cardiac arrest training course offered by a provider approved by the department. A coach of an athletic activity shall not coach the athletic activity until the coach completes said training course.	
Applicability	Once each school year.
Duration/Frequency	Coach of athletic activity.
Governing Reference(s) (All section references are to the Public School Code of 1949 unless otherwise indicated.)	(24 P.S. § 14-1425 (added by the act of 1425 added July 23, 2020 (P.L.695, No.73))

Health and Wellness	
Subject	Allergic Reactions
Requirements	
<p>Each school entity shall develop a written policy to allow for the possession and self-administration by children of school age of asthma inhalers and epinephrine auto-injectors, and the prescribed medication to be administered thereby, in a school setting.</p> <p>The policy shall comply with section 504 of the Rehabilitation Act of 1973 (Public Law 93-112, 29 U.S.C. § 794) and 22 Pa. Code Ch. 15 (relating to protected handicapped students). The policy shall be distributed with the code of student conduct required under 22 Pa. Code § 12.3(c) (relating to school rules) and made available on the school entity's publicly accessible Internet website, if any.</p> <p>The Department of Health in coordination with the Department of Education shall provide technical assistance and resources and publish information on the Department of Health's publicly accessible Internet website regarding the administration of medication for allergies by persons employed by a school entity, including the following:</p> <ul style="list-style-type: none"> • Proper use of epinephrine devices. • The importance of following the school entity's student services plan required under 22 Pa. Code § 12.41 (relating to student services) and its responsibilities to comply with section 504 of the Rehabilitation Act of 1973 (29 U.S.C. § 794) and 22 Pa. Code Ch. 15. • Recognition of the symptoms of a severe allergic reaction. • Requirements for proper access, storage and security of student medications. • Notification of appropriate persons following administration of medications. • Recordkeeping. <p>A school entity or nonpublic school may authorize a trained school employe to:</p>	

Health and Wellness	
Subject	Allergic Reactions
Requirements	
<ul style="list-style-type: none"> • provide an epinephrine auto-injector that meets the prescription on file for either the individual student or the school entity or nonpublic school to a student who is authorized to self-administer an epinephrine auto-injector; • administer to a student an epinephrine auto-injector that meets the prescription on file for either the individual student or the school entity or nonpublic school; and • administer an epinephrine auto-injector that meets the prescription on file for the school entity or nonpublic school to a student that the employe in good faith believes to be having an anaphylactic reaction. <p>Individuals who are responsible for the storage and use of epinephrine auto-injectors must successfully complete a training program that shall be developed and implemented by the Department of Health.</p> <p>The provisions of 42 Pa.C.S. §§ 8332 (relating to emergency response provider and bystander good Samaritan civil immunity) and 8337.1 (relating to civil immunity of school officers or employees relating to emergency care, first aid and rescue) shall apply to a school bus driver and a school crossing guard when the school bus driver or school crossing guard administers an epinephrine auto-injector to a student in a manner consistent with the policies established by all of the following:</p> <ol style="list-style-type: none"> 1. the independent contractor that employs the school bus driver or school crossing guard, if the school bus driver or school crossing guard is employed by an independent contractor; 2. the school entity that has contracted with the independent contractor, if the school bus driver or school crossing guard is employed by an independent contractor; and 3. the school entity that employs the school bus driver or school crossing guard, if the school bus driver or school crossing guard is employed by a school entity. <p>The school bus driver or school crossing guard must also have successfully completed a training program that shall be developed and implemented by the Department of Health.</p> <p>The Department of Education shall, to every extent possible, include programs related to child health, nutrition, food allergy management and physical education as part of the continuing professional education courses, programs, activities or learning experiences.</p> <p>In collaboration with the advisory health councils, the department shall develop guidelines for managing life-threatening food allergies in schools which shall be published on the department's Internet website. The guidelines shall be published on the department's Internet website no later than January 31, 2011. The guidelines shall assist school districts in addressing the school district staff's role and necessary training in preventing exposure to specific allergens.</p>	
Applicability	Trained employee and trained school bus drivers.
Duration/Frequency	--
Governing Reference(s) (All section references are to the Public School Code of 1949 unless otherwise indicated.)	§ 1414.1 (24 P.S. § 14-1414.1) added by the act of November 30, 2004 (P.L.1471, No.187); § 1414.2 24 P.S. § 14-1414.2 added Oct. 31, 2014, P.L.2965, No.195); § 1414.9 (24 P.S. § 14-1414.9) added by the act of May 16, 2017 (P.L.5, No.2); § 1422.3 (24 P.S. § 14-1422.3 as amended Nov. 17, 2010 (P.L.996, No.104)

Health and Wellness	
Subject	Food Safety
Requirements	
<p>The Department of Education shall provide for the inspection of a food service at a school and for the training of school food service personnel in accordance with the standards applied to retail food facilities for schools located in areas in which the department is the licensor.</p> <p>Upon request, the department shall provide training to school food service personnel or inspections of a food service at a school located in areas in which the department is not the licensor.</p> <p>Officials of schools and organized camps shall cooperate with the department in the conduct of cafeteria health and safety inspections and shall participate in inspection services and training programs made available by the department in areas where the department is the licensor. Upon request, the department shall provide training to school or organized camp food service personnel or inspections of a food service at a school or organized camp located in areas in which the department is not the licensor.</p>	
Applicability	School or organized food service personnel
Duration/Frequency	--
Governing Reference(s) (All section references are to the Public School Code of 1949 unless otherwise indicated.)	3 Pa.C.S. §§ 5707 and 5713

Health and Wellness	
Subject	Diabetes Care
Requirements	
<p>The Department of Health, in coordination with the Department of Education, shall establish educational modules and guidelines for the instruction of school employees in diabetes care and treatment and make the modules and guidelines available on its publicly accessible Internet website. The educational modules shall include instruction in a school entity's obligations under 22 Pa. Code § 12.41 (relating to student services) and its responsibilities to comply with section 504 of the Rehabilitation Act of 1973 (Public Law 93-112, 29 U.S.C. § 794), 22 Pa. Code Chs. 14 (relating to special education services and programs) and 15 (relating to protected handicapped students) and the Individuals with Disabilities Education Act (Public Law 91-230, 20 U.S.C. § 1400 et seq.). At a minimum, the educational modules shall include review of the responsibilities and instruction in:</p> <ol style="list-style-type: none"> 1. An overview of all types of diabetes. 2. Means of monitoring blood glucose. 3. The symptoms and treatment for blood glucose levels outside of target ranges as well as symptoms and treatment for hypoglycemia, hyperglycemia and other potential emergencies. 4. Techniques on administering glucagon and insulin. <p>An employe responsible for a child with diabetes in the absence of the school nurse shall have the right to decline the responsibility and related directives.</p>	

Health and Wellness	
Subject	Diabetes Care
Requirements	
<p>A school employe who is not a licensed health care practitioner and who has successfully completed the education modules or annual education offered by a licensed health care practitioner with expertise in the care and treatment of diabetes that includes substantially the same information may be designated in a student’s service agreement or IEP to administer diabetes medications, use monitoring equipment, and provide other diabetes care.</p> <p>A school entity may require the designated employe who has not declined the assignment to complete the annual educational modules or annual education from a licensed health care practitioner, or both, in the administration of diabetes medications, use of monitoring equipment and provision of other diabetes care.</p> <p>Education provided to school employes shall be coordinated by the chief school administrator or a designee. School entities may include the education in the professional education plan submitted by the school entity to the Department of Education.</p>	
Applicability	
<p>The school nurse, in consultation with the chief school administrator or a designee, may identify at least one school employe who is not the school nurse and who does not need to be a licensed health care practitioner in each school building attended by a student with diabetes. If the school building attended by a student with diabetes does not have a full-time school nurse, the chief school administrator may, but is not required to, consult with the school nurse assigned to that school building to identify at least one school employe in the school building.</p> <p>School employes who are not licensed health care practitioners shall only be authorized to administer diabetes medications via injection or infusion following annual education by a licensed health care practitioner with expertise in the care and treatment of diabetes and following the school entity's receipt of written authorization from both the student's health care practitioner and parent or guardian that an educated school employe, who is not a licensed health care practitioner, may administer specified medications.</p>	
Duration/Frequency	
An identified employe shall complete the annual educational modules or annual education offered by a licensed health care practitioner with expertise in the care and treatment of diabetes that includes substantially the same information.	
Governing Reference(s) (All section references are to the Public School Code of 1949 unless otherwise indicated.)	§§ 1414.3 and 1414.8 (24 P.S. §§ 14-1414.3 and 14-1414.8) added by the act of July 13, 2016 (P.L.716, No.86)

Health and Wellness	
Subject	Brain Injuries and Concussions
Requirements	
<p>Concussion management certification training course offered by the Centers for Disease Control and Prevention, the National Federation of State High School Associations or another provider approved by the Department of Health.</p> <p>Coaches shall not coach an athletic activity until the coach completes the training course required.</p>	
Applicability	Athletic Coaches
Duration/Frequency	Once each school year.
Governing Reference(s) (All section references are to the Public School Code of 1949 unless otherwise indicated.)	Act of November 9, 2011 (P.L. 411, No.101), 24 P.S. § 5321 et seq., the Safety in Youth Sports Act.

Health and Wellness	
Subject	Alcohol, Chemical and Tobacco Abuse Program
Requirements	
<p>In-service training, on instructing students in grades six through twelve, on the prevention of opioid abuse, with an emphasis on the prescription drug epidemic and the connection between prescription opioid abuse and addiction to other drugs, including heroin. The Department of Education, the Department of Health and the Department of Drug and Alcohol Programs shall develop, jointly, a model curriculum for this purpose and each department shall post the model curriculum on its publicly accessible Internet website.</p> <p>The model curriculum shall be revised when necessary to ensure that the model curriculum provides the most current information. In providing the instruction required, a school district may, but shall not be required to, use the model curriculum.</p> <p>Local school boards need not expend funds which are not provided by either the Federal or State Government for drug education programs for the use or loan of these materials. A nonpublic school may utilize the in-service training programs made available by the Department of Education through the intermediate unit.</p> <p>Beginning in the 2018-2019 school year, and each school year thereafter, professional educators who complete in-service training may apply such in-service training toward their continuing professional education requirements</p>	
Applicability	
All instructors whose teaching responsibilities include courses of study for grades six through twelve in which such mandated instruction regarding the prevention of opioid abuse and addiction to other drugs is integrated.	

Health and Wellness	
Subject	Alcohol, Chemical and Tobacco Abuse Program
Duration/Frequency	Every three years.
Governing Reference(s) (All section references are to the Public School Code of 1949 unless otherwise indicated.)	§ 1547 (24 P.S. § 15-1547) added by the Jul. 10, 1986, (P.L.1270, No.117) and most recently amended by the Act of Nov. 6, 2017 (P.L. 1142, No. 55)

Section 5: Human Resources

Human Resources	
Subject	Workplace Safety Committee
Requirements	
<p>Each school district board of directors is mandated to create a certified safety committee for worker's compensation purposes. The committee is comprised of an equal number of applicant-employers and employee representatives.</p> <p>Training for the members of the committee is provided for in Department of Labor and Industry regulations.</p> <p>The applicant-employer shall, itself or through its insurer, provide adequate, annual training programs for each committee member listed in the application.</p> <p>Training shall at a minimum address:</p> <ol style="list-style-type: none"> 1. Hazard detection and inspection. 2. Accident and illness prevention and investigation (including substance abuse awareness and prevention training), safety committee structure and operation. 3. Other health and safety concerns specific to the business of the applicant-employer. <ul style="list-style-type: none"> (c) Prior to submitting an application to the Bureau and annually thereafter, all committee members shall receive training from individuals who meet Bureau requirements for accident and illness prevention services providers or who have been recognized by the Bureau as qualified trainers. (d) Applicant-employers are responsible for providing verification of trainer qualifications to the Bureau and supplying, as necessary, documentation supporting individual trainer qualifications. (e) The applicant-employer shall maintain written records of safety committee training which will include the names of committee members trained, the dates of training, the training time period, the training methodology, the names and credentials of personnel conducting the training, the names of training organizations sponsoring training, if applicable, the training location, and the training topics. 	
Applicability	Workplace Safety Committee members
Duration/Frequency	Annually

Human Resources	
Subject	Workplace Safety Committee
Governing Reference(s) (All section references are to the Public School Code of 1949 unless otherwise indicated.)	§ 223 (24 P.S. § 2-223). Section added by the act of June 20, 2011 (P.L.112, No. 24)

Section 6 - School Safety and Security

School Safety and Security	
Subject	Safe Schools and Positive Behavior Supports and Restraints
Requirements	
<p>The Department of Education Office for Safe Schools is authorized to make targeted grants to school entities, and to intermediate units on behalf of nonpublic schools, to fund programs which address school violence, including, staff training programs in the use of positive behavior supports, de-escalation techniques and appropriate responses to student behavior that may require immediate intervention.</p> <p>Positive, rather than negative, measures must form the basis of behavior support programs to ensure that all students and eligible young children shall be free from demeaning treatment, the use of aversive techniques and the unreasonable use of restraints. Behavior support programs must include research-based practices and techniques to develop and maintain skills that will enhance an individual student's or eligible young child's opportunity for learning and self-fulfillment. Behavior support programs and plans must be based on a functional assessment of behavior and utilize positive behavior techniques.</p> <p>When an intervention is needed to address problem behavior, the types of intervention chosen for a particular student or eligible young child shall be the least intrusive necessary. The use of restraints is considered a measure of last resort, only to be used after other less restrictive measures, including de-escalation techniques.</p> <p>School entities have the primary responsibility for ensuring that positive behavior support programs comply with state law regarding the training of personnel for the use of specific procedures, methods, and techniques, and for having a written policy and procedures on the use of positive behavior support techniques and obtaining parental consent prior to the use of restraints or intrusive procedures.</p>	
Applicability	School Personnel
Duration/Frequency	--
Governing Reference(s) (All section references are to the Public School Code of 1949 unless otherwise indicated.)	Article XIII-A was added to the 1949 Act by the act of June 30, 1995 (P.L.220, No.26) and created the Office of Safe Schools. Training for positive behavior support was amended into the act by the act of Nov. 17, 2010 (P.L. 996, No. 104) at §1302-A (24 P.S. 13-1302-A).

School Safety and Security	
Subject	School Safety and Security Program
Requirements	
<p>The School Safety and Security Grant Program provides grants to school entities for programs that address safety and security. Program grants are also provided for risk assessment, safety-related, violence prevention curricula, including dating violence curricula, restorative justice strategies, mental health early intervention, self-care and suicide awareness and prevention curricula.</p> <p>In addition, grants are provided for training to undertake a districtwide assessment of risk factors that increase the likelihood of problem behaviors among students.</p> <p>Grants also provide for specialized staff and student training programs, including training for Student Assistance Program team members in the referral of students at risk of violent behavior to appropriate community-based services and behavioral health services and training related to prevention and early intervention.</p> <p>The program helps for the provision of counseling services for students, including costs associated with the training and compensation of mental health staff or expanding contracts with mental health providers that provide support to students in a school setting.</p> <p>Grant funds are provided for staff training programs in the use of positive behavior supports, de-escalation techniques, appropriate responses to student behavior that may require immediate intervention and trauma-informed treatment for mental health providers in schools.</p> <p>Grant money may also be used for the costs associated with the training and compensation of school resource officers and school police officers. Further, grant funds can be utilized to pay the costs associated with the training and compensation of certified school counselors, licensed professional counselors, licensed social workers, licensed clinical social workers and school psychologists.</p> <p>The grant program is intended to assist in funding trauma-informed approaches to education, including increasing student and school employee access to quality trauma support services and behavior health care, including the following training on youth-focused mental health first aid for school employees to help recognize signs of mental health distress in students.</p> <p>Training and related materials for school employees or students that are evidence-based and focus on identifying the signs and signals of anxiety, depression, suicide or self-harm in students and best practices for seeking appropriate mental health assistance.</p>	
Applicability	School employees, school directors, and behavioral health professionals
Duration/Frequency	--
Governing Reference(s) (All section references are to the Public School Code of 1949 unless otherwise indicated.)	Article XIII-B (School Safety and Security) was added by the act of June 22, 2018 (P.L.327, No.44). The School Safety and Security Committee was established in the Pennsylvania Commission on Crime and Delinquency and administers the grant program established under § 1306-B (24 P.S. § 13-1306-B).

School Safety and Security	
Subject	School Safety and Security Coordinators
Requirements	
<p>The school safety and security coordinator shall coordinate training and resources for students and school entity staff in matters relating to situational awareness, trauma-informed approaches, behavioral health awareness, suicide and bullying awareness, substance abuse awareness and emergency procedures and training drills, including fire, natural disaster, active shooter, hostage situation and bomb threat.</p> <p>No later than September 30, 2022, the committee shall develop required training criteria for a school safety and security coordinator. At a minimum, the training shall include:</p> <ol style="list-style-type: none"> 1. Physical assessments and physical security. 2. Emergency preparedness. 3. Leadership. 4. Coordination and communication with law enforcement and emergency personnel. 5. Appropriate staffing. 6. Situational awareness. 7. Trauma-informed approaches. 8. Behavioral health awareness. 9. Suicide and bullying awareness. 10. Substance use disorder awareness. 11. Emergency procedures and training drills, including fire, natural disaster, active shooter, hostage situation and bomb threats. <p>The committee shall make the training criteria developed under this section available to school administrators and groups, organizations, or providers. A group, organization or provider that provides the training to school safety and security coordinators shall, at a minimum, meet the standards adopted by the committee.</p> <p>The committee shall review and update, if necessary, the training criteria established not less than every three years. If the committee updates the training criteria, the committee shall provide the criteria to school administrators and groups, organizations or providers.</p> <p>The amount of money under section 1306-B(h)(9)(iii) shall be used by the committee to provide training as required under this section. No less than four percent of the money available for use by the committee shall be used to support the program in section 1303-D.</p>	
Applicability	
The school administrator appointed by the chief school administrator of a school entity as the school safety and security coordinator for the school entity.	
Duration/Frequency	
<p>School administrators appointed as safety and security coordinators after trainings are posted shall complete the training within one year of appointment.</p> <p>The committee shall adopt the required training hours for the training. The committee may not require more than seven hours of training for the school safety and security coordinator annually. The training shall be in addition to other training requirements for school administrators.</p>	

School Safety and Security	
Subject	School Safety and Security Coordinators
Governing Reference(s) (All section references are to the Public School Code of 1949 unless otherwise indicated.)	§ 1309-B (24 P.S. § 13-1309-B) was added by the act of June 22, 2018 (P.L.327, No.44). The section was by the act of July 8, 2022 (P.L.620, No.55) and the act also added § 13-1316-B to provide further detail on the training requirement.

School Safety and Security	
Subject	School Employee School Safety and Security Training
Requirements	
<p>School entities shall provide their employees with mandatory training on school safety and security subject to the following based on the needs of the school entity.</p> <p>Training shall address any combination of one or more of the following, based on the needs of the school entity:</p> <ol style="list-style-type: none"> 1. Situational awareness. 2. Trauma-informed approaches. 3. Behavioral health awareness. 4. Suicide and bullying awareness. 5. Substance use awareness. <p>This training can be completed through Internet or other long distance learning systems.</p> <p>Annually, training shall address the following:</p> <ol style="list-style-type: none"> 1. Emergency training drills, including fire, natural disaster, active shooter, hostage situation and bomb threat. 2. Identification or recognition of student behavior that may indicate a threat to the safety of the student, other students, school employees, school facilities, or the community. <p>The above training must be conducted in-person.</p> <p>Employees required to undergo continuing professional education under section 1205.2 shall receive credit toward their continuing professional education requirements.</p> <p>Training shall comply with the minimum standards adopted by the committee.</p> <p>Committee duties.--No later than September 30, 2022, the committee shall develop and adopt minimum standards for training of school employees for each of the training topics. The committee shall make the standards adopted available to school entities and provide geographically disbursed training to school employees at no cost that meets the standards adopted by the committee. The committee may approve groups, organizations, or other entities to provide the training.</p>	

School Safety and Security	
Subject	School Employee School Safety and Security Training
Requirements	
Not less than every three years, the committee shall review the standards adopted and, if necessary, revise or update the standards. Whenever a revision or update to the standards is made, the committee shall make the updated standards available to school entities.	
Applicability	School employees
Duration/Frequency	
<p>Employees shall complete a minimum of two hours of training every year for any combination of one or more of the following topics, based on the needs of the school entity:</p> <ol style="list-style-type: none"> 1. Situational awareness. 2. Trauma-informed approaches. 3. Behavioral health awareness. 4. Suicide and bullying awareness. 5. Substance use awareness. <p>Employees shall complete a minimum of one hour of training every year for following:</p> <ol style="list-style-type: none"> 1. Emergency training drills, including fire, natural disaster, active shooter, hostage situation and bomb threat. 2. Identification or recognition of student behavior that may indicate a threat to the safety of the student, other students, school employees, school facilities, or the community. <p>Educators, administrators, and supervisors in preparation programs must complete three semester hours or their equivalent of instruction which incorporates the subjects of training.</p>	
Governing Reference(s) (All section references are to the Public School Code of 1949 unless otherwise indicated.)	§ 1310-B (24 P.S. § 13-1310-B), added by the act of June 22, 2018 (P.L.327, No.44) and amended by the acts of June 28, 2019 (P.L. 146, No.18), and July 8, 2022 (P.L., No.55). The 2022 act also added additional training standards for school administrators

School Safety and Security	
Subject	School Police Officer Training
Requirements	
<p>A school police officer who has been granted police powers by law or has been authorized to carry a firearm must, before entering upon the duties of the office, satisfy the following:</p> <ol style="list-style-type: none"> 1. Successfully complete basic training as required by the Municipal Police Officers' Education and Training Commission under 53 Pa.C.S. Ch. 21 Subch. D (relating to municipal police education and training) or has graduated from the Pennsylvania State Police Academy, has been employed 	

School Safety and Security	
Subject	School Police Officer Training
Requirements	
<p>as a State trooper with the Pennsylvania State Police and has separated from that service in good standing.</p> <p>2. Successfully complete the Basic School Resource Officer Course offered by the National Association of School Resource Officers or an equivalent course of instruction approved by the commission. A school police officer who is employed or contracted by a school entity or nonpublic school before September 2, 2019, shall have until the beginning of the 2020-2021 school year to complete the instruction.</p> <p>A school police officer shall also attend annual in-service training approved by the Municipal Police Officers' Education and Training Commission under 53 Pa.C.S. Ch. 21 Subch. D.</p>	
Applicability	School Police Officers
Duration/Frequency	--
Governing Reference(s) (All section references are to the Public School Code of 1949 unless otherwise indicated.)	§ 1305-C (24 P.S. § 13-1305(c))

School Safety and Security	
Subject	School Security Guard Training
Requirements	
<p>A school security guard may provide the following services as determined by the school entity or nonpublic school:</p> <ol style="list-style-type: none"> 1. School safety support services. 2. Enhanced campus supervision. 3. Assistance with disruptive students. 4. Monitoring visitors on campus. 5. Coordination with law enforcement officials, including school police officers and school resource officers. 6. Security functions which improve and maintain school safety. <p>Prior to entering upon the duties of the office, a school security guard shall successfully complete the Basic School Resource Officer Course offered by the National Association of School Resource Officers or an equivalent course of instruction approved by the commission.</p> <p>Armed school security guards.--A school entity or nonpublic school may employ or contract with an independent contractor or a third-party vendor under section 1311-C for an armed school security guard if all of the following conditions are met:</p>	

School Safety and Security	
Subject	School Security Guard Training
Requirements	
<ol style="list-style-type: none"> 1. Except as set forth in subsection (d) or (e), the school security guard is licensed under 18 Pa.C.S. Ch. 61 Subch. A (relating to Uniform Firearms Act). 2. Except as set forth in subsection (d) or (e), the school security guard has successfully completed and is currently certified under the act of October 10, 1974 (P.L.705, No.235), known as the Lethal Weapons Training Act. 3. The school security guard has completed the instructional requirements under subsection (b). 4. The school security guard has satisfied the requirements under sections 111 and 111.1 and 23 Pa.C.S. § 6344 (relating to employees having contact with children; adoptive and foster parents). <p>Active law enforcement officers shall be exempt from the training requirements for school security guards under subsection (c)(1) and (2) of the statute upon presentation to the school entity or nonpublic school of evidence of their completion of the training requirements under 53 Pa.C.S. Ch. 21 Subch. D (relating to municipal police education and training).</p> <p>A retired law enforcement officer shall be exempt from the training requirements for school security guards under subsection (c)(1) and (2) of the statute if the retired officer:</p> <ol style="list-style-type: none"> 1. complies with section 8.1 of the Lethal Weapons Training Act; or 2. has been issued a firearm training and qualification card under section 5 of the act of December 13, 2005 (P.L.432, No.79), known as the Retired Law Enforcement Identification Act. 	
Applicability	School Security Guards
Duration/Frequency	--
Governing Reference(s) (All section references are to the Public School Code of 1949 unless otherwise indicated.)	§ 1314-C (24 13-1314-C)

School Safety and Security	
Subject	Independent Contractors and Third-Party Vendors serving as School Police Officer of School Security Guard
Requirements	
<p>A school entity or nonpublic school may contract with an independent contractor or third-party vendor to provide school police officer or school security guard services.</p> <p>Prior to performing school police officer services for a school entity or nonpublic school, an independent contractor or an individual provided through a third-party vendor shall complete the training required under section 1305-C.</p>	

School Safety and Security	
Subject	Independent Contractors and Third-Party Vendors serving as School Police Officer of School Security Guard
Prior to performing school security guard services for a school entity or nonpublic school, an independent contractor or an individual provided through a third-party vendor shall complete the training required under section 1314-C(b), if applicable.	
Applicability	
Independent contractors and third-party providing school police or security guard services	
Duration/Frequency	--
Governing Reference(s) (All section references are to the Public School Code of 1949 unless otherwise indicated.)	§§ 1305-C (24 P.S. § 13-1305(c); 1314-C (24 13-1314-C)

School Safety and Security	
Subject	School Resource Officers
Requirements	
<p>A school entity or nonpublic school may confer the following powers and duties upon school resource officers:</p> <ol style="list-style-type: none"> 1. To assist in the identification of physical changes in the environment which may reduce crime in or around the school. 2. To assist in developing school policy which addresses crime and to recommend procedural changes. 3. To develop and educate students in crime prevention and safety. 4. To train students in conflict resolution, restorative justice, and crime awareness. 5. To address crime and violence issues, gangs and drug activities affecting or occurring in or around a school. 6. To develop or expand community justice initiatives for students. <p>Prior to entering upon the duties of the office, a school resource officer shall successfully complete the Basic School Resource Officer Course offered by the National Association of School Resource Officers or an equivalent course of instruction approved by the commission.</p> <p>A school resource officer who is stationed in a school entity or nonpublic school before September 2, 2019, shall have until the beginning of the 2020-2021 school year to complete the instruction.</p> <p>The board of school directors of a school district may enter into agreements with other political subdivisions to provide for school resource officers, subject to the statutory authority of school resource officers.</p> <p>The board of school directors may use school funds to share costs with municipalities and counties for such expenses as benefits and salaries of school resource officers.</p>	

School Safety and Security	
Subject	School Resource Officers
School resource officers are not required to be employees of the school district and may be employees of other political subdivisions.	
Applicability	School resource officers
Duration/Frequency	--
Governing Reference(s) (All section references are to the Public School Code of 1949 unless otherwise indicated.)	§ 1313-C (24-13-1313-C)

School Safety and Security	
Subject	Safe2Say Program
Requirements	
<p>The Safe2Say Program is established within the office of the Attorney General. The Attorney General shall administer the program and promulgate regulations and adopt all guidelines necessary for the establishment of the program and administration of this article, in consultation with Statewide organizations.</p> <p>The program shall be responsible for training or providing instruction to individuals, including, but not limited to, emergency dispatch centers and school entities, on appropriate awareness and response to the program.</p> <p>The program shall also provide program awareness and education materials to school entities and in consultation with the Department of Education, establish guidelines school entities may utilize to respond to a report received from the program.</p> <p>The program shall also work with school entities, local law enforcement agencies and organizations to identify each person to whom a report from the program will be sent.</p> <p>Each school entity shall develop procedures for assessing and responding to reports received from the program.</p>	
Applicability	School entities
Duration/Frequency	--
Governing Reference(s) (All section references are to the Public School Code of 1949 unless otherwise indicated.)	Article XIII-D (24 P.S. § 13-1301-D et seq.) was added to the 1949 Act by the act of June 22, 2018 (P.L.327, No.44) to create the Safe2Say Program within the state Attorney General's office to encourage and process reports of potential school violence, particularly gun violence.

School Safety and Security	
Subject	Threat Assessment
Requirements	
<p>A school entity shall establish at least one team for the assessment of and intervention with students whose behavior may indicate a threat to the safety of the student, other students, school employees, school facilities, the community, or others.</p> <p>The chief school administrator or a designee, after consultation with the school entity's safety and security coordinator, shall:</p> <ol style="list-style-type: none"> 1. Appoint the members of the team and designate a member to serve as team leader. 2. Ensure and establish procedures for the implementation. 3. Annually facilitate opportunities for members of the team to complete group or individual training consistent with nationally recognized best practices during paid working hours or as in-service training. <p>Each team shall:</p> <ol style="list-style-type: none"> 1. Include individuals with expertise in school health, counseling, school psychology or social work, special education, and school administration. 2. Include the school safety and security coordinator or a designee. Each team shall also include other school staff or community resources who may serve as regular team members or be consulted during the threat assessment process, as appropriate, and as determined necessary by the team, including school security personnel; law enforcement agency representation; behavioral health professionals; the individual identified by the school entity to receive reports from the Safe2Say Program; an individual who serves on the student assistance program; and juvenile probation professionals. 3. Have a designated leader. 4. Be responsible, at a minimum, for making informational materials available to school employees regarding recognition of threatening or at-risk behavior that may present a threat to the student, other students, school employees, school facilities, the community, or others and how to report their concerns, including through the Safe2Say Program. <p>Each team must undergo training which shall address, at a minimum, the responsibilities of team members; the process of identifying, reporting, assessing, responding to, and intervening with threats, including identifying and avoiding racial, cultural or disability bias; and confidentiality requirements under Federal and State law.</p> <p>The training required shall be credited toward a professional educator's continuing professional education requirement under section 1205.2, any staff development requirements for paraprofessionals under 22 Pa. Code § 14.105 (relating to personnel), a school or system leader's continuing professional education requirement under section 1205.5 and the school safety and security training required under section 1310-B.</p>	

School Safety and Security	
Subject	Threat Assessment
Requirements	
<p>The committee shall:</p> <ol style="list-style-type: none"> 1. Research, develop and publish best practices in implementing this article. 2. Develop and offer, at no charge to school entities through the Internet or other distance communications systems, all of the following: <ol style="list-style-type: none"> (i) A model training program for members of teams that may be used and adapted by school entities and team members to meet the requirements of section 1302-E(b)(1). (ii) A model training program for school employees, other than members of teams, that may be used and adapted by school entities to meet the requirements of section 1310-B(1). 3. Develop model procedures and guidelines that school entities may use in implementing this article. The model procedures and guidelines shall, at a minimum: <ol style="list-style-type: none"> (i) Establish standard definitions and terminology. (ii) Reflect best practices in identifying, reporting, assessing and responding to threats, including threats reported through the Safe2Say Program, and coordinating with stakeholders. (iii) Provide for flexibility and local decision-making and recognize the differing levels of available resources in each school entity. (iv) Be posted on the Pennsylvania Commission on Crime and Delinquency's publicly accessible Internet website. 4. Comply with Federal and State student record confidentiality laws and regulations. 5. Provide guidance to teams for communications and coordination with student assistance program and individualized education program teams. 6. Annually review school entity threat assessment reports and use them when developing the requirements under this subsection. 7. Annually review the training programs, informational materials and model procedures and guidelines and make updates or revisions as necessary. 8. Notify school entities when the training programs, informational materials, model procedures and guidelines become available or are updated or revised. 	
Applicability	
Chief school administrators, safety and security coordinators, and threat assessment team members	
Duration/Frequency	Annually
Governing Reference(s) (All section references are to the Public School Code of 1949 unless otherwise indicated.)	Article XIII-E (24 P.S. § 13—1301-E et seq.) was added by the act of June 28, 2019 (P.L.146, No.18) and § 1302-E (24 P.S. § 13-1302-E) was amended by the act of July 8, 2022 (P.L.620, No.55)

School Safety and Security	
Subject	Emergency Drills and Evacuations
Requirements	
<p>In all school buildings of school entities where fire-escapes, appliances for the extinguishment of fires, or proper and sufficient exits in case of fire or panic, either or all, are required by law to be maintained, fire drills shall be periodically conducted. In such fire drills the pupils and teachers shall be instructed in, and made thoroughly familiar with, the use of the fire-escapes, appliances and exits. The drill shall include the actual use thereof, and the complete removal of the pupils and teachers, in an expeditious and orderly manner, by means of fire-escapes and exits, from the building to a place of safety on the ground outside.</p> <p>The school security drill shall be conducted while the school entity is in session and students are present under policies adopted by the chief school administrator.</p> <p>The chief school administrator or a designee shall oversee the instruction and training of students and school employees in the procedures to be used in the school security drill.</p> <p>All school entities using or contracting for school buses for the transportation of school children shall conduct on school grounds two emergency evacuation drills on buses during each school year, the first to be conducted during the first week of the first school term and the second during the month of March, and at such other times as the chief school administrator may require. Each such drill shall include the practice and instruction concerning the location, use and operation of emergency exit doors and fire extinguishers and the proper evacuation of buses in the event of fires or accidents.</p> <p>Bus operators shall be provided with proper training and instructions to enable them to carry out their statutory duties and may be required to attend classes and drills in connection therewith.</p> <p>On or before the tenth day of April of each year, each chief school administrator shall certify to the Department of Education that the emergency evacuation drills and school security drills herein required have been conducted.</p> <p>It shall be the duty of the Superintendent of Public Instruction, in consultation with the Pennsylvania State Police, to prepare books of instruction for use of teachers of students of all grades, in the public and private schools, with regard to the dangers of fire and the prevention of fire waste.</p> <p>Such books of instruction shall be published at the expense of the State, under the direction of the Superintendent of Public Instruction, and shall be distributed in sufficient quantities for the use of the teachers in schools as herein provided. The curriculum of all schools shall include some regular and continuous study of such subjects during the entire school year.</p> <p>It shall be the duty of the Superintendent of Public Instruction, and of the principals or other persons in charge of the various schools, to provide for the instruction and training of pupils of such schools by means of drills, so that they may in sudden emergencies be able to leave the school buildings in the shortest possible time without confusion or panic. Such drills shall be held at least once a month when the schools are in session.</p>	

School Safety and Security	
Subject	Emergency Drills and Evacuations
Applicability	School Employees, including bus operators
Duration/Frequency	
<p>Drills shall be conducted not less than once a month, by the teacher or teachers in charge, under rules and regulations to be promulgated by the chief school administrator under whose supervision such school entities are.</p> <p>Within ninety (90) days of the commencement of the school year after the effective date of § 15-1517 and within ninety (90) days of the commencement of each school year thereafter, each school entity shall conduct one school security drill per school year in each school building in place of a fire drill.</p> <p>After ninety (90) days from the commencement of each school year, each school entity may conduct two school security drills per school year in each school building in place of two fire drills.</p>	
Governing Reference(s) (All section references are to the Public School Code of 1949 unless otherwise indicated.)	§ 1517 (24 P.S. § 15-1517), as amended by the act of November 6, 2017 (P.L. 1142, No. 55) and § 1518 (24 P.S. § 15-1518)

Section 7 - Discretionary Training and Curriculum

Discretionary Training and Curriculum	
Subject	Dating Violence
Requirements	
<p>The department, through its Office for Safe Schools, and in consultation with the State Board of Education, shall:</p> <ol style="list-style-type: none"> 1. Develop, within six months of the effective date of this section, a model dating violence policy to assist school districts in developing policies for dating violence reporting and response. 2. Consult with at least one domestic violence center and at least one rape crisis center in developing the model dating violence policy. <p>Upon the recommendation of the district superintendent, other staff may be included or may attend the training on a voluntary basis. The school district may also provide dating violence training to parents.</p> <p>The dating violence training may include but need not be limited to basic principles of dating violence; warning signs of dating violence; the school district's dating violence policy; appropriate responses to incidents of dating violence at school; and services and resources available through domestic violence programs and rape crisis programs.</p> <p>A school district may incorporate dating violence education that is age appropriate into the annual health curriculum framework for students in grades nine through twelve. In developing such a policy, the school</p>	

Discretionary Training and Curriculum	
Subject	Dating Violence
Requirements	
<p>district shall consult with at least one domestic violence program or rape crisis program that serves the region where the school district is located.</p> <p>Dating violence education may include, but need not be limited to: defining dating violence and recognizing dating violence warning signs; characteristics of healthy relationships; information regarding peer support and the role friends and peers have in addressing dating violence; and contact information for and the services and resources available through domestic violence centers and rape crisis centers, including detailed information concerning safety planning, availability and enforcement of protection from abuse orders and the availability of other services and assistance for students and their families.</p> <p>The department, through its Office for Safe Schools, in consultation with at least one domestic violence center and at least one rape crisis center, shall provide school districts with grade-appropriate educational materials regarding dating violence and healthy relationships for the purpose of assisting school districts in preparing an instructional program on dating violence. The department may use educational materials that are already publicly available for this purpose.</p>	
Applicability	
Guidance counselors, nurses, and mental health staff at the high school level.	
Duration/Frequency	--
Governing Reference(s) (All section references are to the Public School Code of 1949 unless otherwise indicated.)	§ 1553 (24 P.S. § 1553). Section added by the act of November 17, 2010 (P.L.996, No.104).

Discretionary Training and Curriculum	
Subject	Seizure Recognition and Related First Aid Training – The DOMinate Epilepsy Law
Requirements	
<p>Beginning with the school year 2022-2023 and each year thereafter:</p> <ol style="list-style-type: none"> 1. A school nurse may complete a Department of Health-approved online course of instruction or in-person training for school nurses regarding management of a student with seizures that includes information about seizure recognition, a seizure action plan and related first aid. 2. A professional employe of a school entity, other than a school nurse, whose duties at the school entity include direct contact with students may complete a Department of Health-approved online course of instruction or in-person training regarding awareness of a student with seizures that includes information about seizure recognition and related first aid. 	

Discretionary Training and Curriculum	
Subject	Seizure Recognition and Related First Aid Training – The DOMinate Epilepsy Law
Requirements	
<p>Training under this section shall be provided at no cost and credited toward a professional educator’s continuing professional education requirement under section 1205.2 and a school or system leader's continuing professional education requirement under section 1205.5.</p> <p>Completion of seizure disorder training shall not be construed to obligate a professional employe to administer medication or provide medical care to a student with a seizure disorder.</p> <p>A professional employe acting in good faith and within the scope of the authority provided under this section shall not be liable for civil damages because of an act or omission during any training or related first aid under this section.</p> <p>No later than June 30, 2022, the Department of Health, in consultation with the Department of Education, shall identify and approve an online course of instruction or in-person training provided by a nonprofit national foundation that supports the welfare of individuals with epilepsy and seizure disorders to satisfy the training required under this section.</p> <p>The Department of Health, in consultation with the Department of Education, shall adopt guidelines to administer this section.</p> <p>The following shall apply:</p> <ol style="list-style-type: none"> 1. The Department of Health shall provide a nonpublic school with access to the approved online course of instruction or in-person training regarding awareness of a student with seizures that includes information about seizure recognition and related first aid at no cost. The access to and completion of seizure disorder training by nonpublic school employes shall not be construed to do any of the following: <ol style="list-style-type: none"> i. Create, establish, or expand any obligations on the part of a nonpublic school to comply with section 504 of the Rehabilitation Act of 1973 (Public Law 93-112, 29 U.S.C. § 794). ii. Create, establish, result in or expand any contractual obligations on the part of a nonpublic school. 2. No nonpublic school employe or nonpublic school shall be liable for civil damages because of an act or omission in the course of any training or related first aid under this section except that an employe may be liable for willful misconduct. <p>For purposes of this section, the following terms shall have the following meanings:</p> <p>“Nonpublic school.” A nonprofit school, other than a public school in this Commonwealth, wherein a resident of this Commonwealth may legally fulfill the compulsory school attendance requirements of this act and which meets the applicable requirements of Title VI of the Civil Rights Act of 1964 (Public Law 88-352, 78 Stat. 241).</p> <p>“Professional employe.” The term shall have the meaning given in section 1101.</p>	

Discretionary Training and Curriculum	
Subject	Seizure Recognition and Related First Aid Training – The DOMinate Epilepsy Law
Requirements	
“School entity.” A school district, intermediate unit, area career and technical school, charter school, cyber charter school or regional charter school.	
Applicability	
Professional employees of school entities and nonpublic schools, which include: those who are certificated as teachers, supervisors, supervising principals, principals, assistant principals, vice-principals, directors of career and technical education, dental hygienists, visiting teachers, home and school visitors, school counselors, child nutrition program specialists, school librarians, school secretaries the selection of whom is on the basis of merit as determined by eligibility lists and school nurses.	
Duration/Frequency	--
Governing Reference(s) (All section references are to the Public School Code of 1949 unless otherwise indicated.)	§ 1414.11 (24 P.S. § 14-1414.11). Section added by the act of November 17, 2021 (P.L.430, No.84)

Discretionary Training and Curriculum	
Subject	Drug Overdose Medication
Requirements	
The Department of Health, in consultation with the Department of Drug and Alcohol Programs, is directed to develop or approve training and instructional materials about recognizing opioid-related overdoses and administering an opioid antagonist. This information is to be provided free of charge on the internet.	
Applicability	Law enforcement officer, emergency services personnel, or persons who are in a position to assist a person at risk of experiencing an opioid-related overdose.
Duration/Frequency	TBD by regulation of Departments of Health and Drug and Alcohol Programs.
Governing Reference(s) (All section references are to the Public School Code of 1949 unless otherwise indicated.)	§ 13.8 of the act of April 14, 1972 (P.L.233, No. 64) known as the Controlled Substance, Drug, Device and Cosmetic Act (35 P.S. § 780-113.8)

Discretionary Training and Curriculum	
Subject	Holocaust, Genocide, and Human Rights
Requirements	
<p>Beginning with school year 2015-2016, each school entity may offer instruction in the Holocaust, genocide, and human rights violations to students.</p> <p>The instruction shall be integrated within the social studies and language arts courses of study required in accordance with State Board of Education regulations. Instruction may also be integrated into other appropriate courses of study.</p> <p>The Holocaust, genocide and human rights violations instruction permitted shall:</p> <ol style="list-style-type: none"> 1. Be age appropriate. 2. Be sequential in method of study. 3. Communicate the connection between national, ethnic, racial, or religious intolerance and the subjects. 4. Communicate the impact of personal responsibility, civic engagement and societal response within the context of the subjects. <p>School entities may utilize any appropriate public or private materials, personnel, and other resources in developing and implementing the program of instruction permitted.</p> <p>The Department of Education shall distribute information about appropriate curriculum materials to each school entity. School entities may utilize any curriculum that complies with the requirements herein.</p> <p>The Department of Education shall establish curriculum guidelines. The guidelines shall encourage the inclusion of all the following subjects where appropriate in the instruction:</p> <ol style="list-style-type: none"> 1. The breadth of the history of the Holocaust, including the Third Reich dictatorship, concentration camp system, persecution of Jews and non-Jews, Jewish and non-Jewish resistance, and post-World War II trials. 2. The definition, history, response and actions taken in the face of genocide, including the Holocaust and any other genocide perpetrated against humanity, including the Rwandan genocide and other genocides committed in Africa, Asia and Europe. 3. Human rights violations. 4. Anti-Semitism, racism and the abridgment of civil rights. <p>The Department of Education shall work in consultation with organizations and individuals that provide educational expertise and resources related to the Holocaust, genocide and human rights violations to develop the curriculum guidelines. The guidelines shall state the minimum amount of instruction necessary to adequately educate students on the Holocaust, genocide, and human rights violations.</p> <p>The Department of Education shall make available, to all school entities, in-service training programs based upon the instruction provided for.</p> <p>Each school entity providing instruction shall provide, as part of its in-service training, programs on the Holocaust, genocide, and human rights violations. A school entity may utilize the programs made available by the Department of Education or use other alternative programs that are consistent with the provisions of this section.</p>	

Discretionary Training and Curriculum	
Subject	Holocaust, Genocide, and Human Rights
Requirements	
<p>Employees required to complete continuing professional education under section 1205.2 shall receive credit toward the continuing professional education requirements where the training program provided has been approved by the Department of Education.</p> <p>The Department of Education shall provide the guidelines, in-service training and any other materials developed in accordance with this section to any nonpublic school within this Commonwealth upon receiving a request from the nonpublic school.</p>	
Applicability	
All instructors whose teaching responsibilities include courses of study in which instruction concerning the Holocaust, genocide and human rights violations is integrated.	
Duration/Frequency	--
Governing Reference(s)	--

Discretionary Training and Curriculum	
Subject	Disability Inclusive Curriculum
Requirements	
<p>The Disability Inclusive Curriculum Pilot Program is designed to provide instruction to students on the political, economic, and social contributions of individuals with disabilities.</p> <p>The pilot program shall operate for three full school years, beginning with the 2023-2024 school year.</p> <p>The department may select school entities and nonpublic schools to participate in the pilot program by July 15, 2023.</p> <p>To be eligible for the pilot program, the school entity or nonpublic school must submit a proposal to the department by May 15, 2023, that identifies how the school entity or nonpublic school will meet the guidelines established by the department for the pilot program.</p> <p>By March 15, 2023, the department shall establish guidelines and procedures for the pilot program in consultation with the Pennsylvania Special Education Advisory Panel. The department shall consider curriculum offered by organizations with 50 percent or greater disabled leadership that specialize in and have expertise with individuals with disabilities before selecting the curriculum to be used for the pilot program.</p>	
Applicability	--
Duration/Frequency	--
Governing Reference(s) (All section references are to the Public School Code of 1949 unless otherwise indicated.)	Article XVII-D added by the act of July 8, 2022 (P.L. 620, No.55)