



HUMAN RESOURCES

Professional Learning

Professional learning programs and activities shall be planned with the needs and interests of the participants in mind, as well as the needs of the school system. Professional learning means a comprehensive, sustained, job-embedded, and collaborative approach to improving all employees' effectiveness and systematically as a district raising student achievement in a diverse environment.

- A. For instructional staff, professional learning fosters collective responsibility for improved student performance and must comprise learning that is aligned with student learning needs, educator development needs, and school district, or state improvement goals. Professional learning shall have as its primary focus the improvement of teachers' and school leaders' effectiveness in assisting all students to meet the state learning standards. Professional learning should include the work of established collaborative teams of teachers, school leaders and other instructional support staff.
- B. For non-instructional staff, professional learning should foster collective responsibility for improved organizational performance and be aligned with district goals. Support for employees should include growth opportunities to achieve identified individual professional goals. Professional learning should entail job embedded learning and the work of established collaborative teams.
- C. Professional learning activities may include, but are not limited to:
 - 1. Release time;
 - 2. Visits to classrooms, schools and job sites;
 - 3. Conferences involving staff from the county, the state, the region or the nation;
 - 4. Membership on professional committees;
 - 5. Training, courses and workshops; and
 - 6. Further training or courses in an institution of higher learning.
- D. Professional learning programs for instructional staff shall be under the purview of the deputy superintendent for teaching and learning or designee. Professional development for other staff shall be the responsibility of the appropriate principal or department head.
- E. Professional learning programs and activities shall be announced in a timely manner to enable interested employees the opportunity to attend. Announcements shall provide information on registration procedures, as well as details on the topic, time and place.
- F. Some professional development activities may be mandatory to fulfill legal requirements or district needs.

IN REVISION

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School District Staff Social-Emotional Learning Training and Cultural Competency, Diversity, Equity, and Inclusion Training

Beginning in the 2020–21 school year, and every other school year thereafter, the district must use one (1) of the professional learning days funded under [RCW 28A.150.415](#) to train school district staff in one (1) or more of the following topics: Social-emotional learning, trauma-informed practices, using the model plan developed under [RCW 28A.320.1271](#) related to recognition and response to emotional or behavioral distress, consideration of adverse childhood experiences, mental health literacy, antibullying strategies, or culturally sustaining practices.

In the 2021–22 school year, the district must use one of the professional learning days funded under [RCW 28A.150.415](#) to train school district staff in one (1) or more of the following topics: Cultural competency, diversity, equity, or inclusion.

Beginning in the 2023–24 school year, and every other school year thereafter, the district must use one (1) of the professional learning days funded under [RCW 28A.150.415](#) to provide to school district staff a variety of opportunities for training, professional development, and professional learning aligned with the cultural competency, equity, diversity, and inclusion standards of practice developed by the Washington professional educator standards board under [RCW 28A.410.260](#). Alignment with the standards of practice must be evaluated using the rubrics developed under [RCW 28A.410.260](#). The opportunities must also include training on multicultural education and principles of English language acquisition.

For purposes of this social-emotional learning training and cultural competency, diversity, equity, and inclusion training, “school district staff” includes classified staff, certificated instructional staff, certificated administrative staff, and superintendents.

Cross reference: [Board Policy 5224](#)

Professional Development

Adopted: September 13, 2016

PROPOSED: July 2021