

**Personnel
Staff Development**

1. Professional Growth and Development for Nonadministrative Staff

Additional training and study are prerequisites for continued growth and effectiveness of staff members. It is also necessary for staff members with increased responsibilities and new demands. Staff are encouraged to gain additional job-related skills through special study or in-service training.

The district may participate in the state In-Service Training Act of 1977.

The district shall develop and adopt a professional growth program.

Each holder of a professional education certificate, except those exempted by State Board of Education regulation, shall complete 150 hours of continuing education study every five years, in order to maintain his or her certificate.

2. Professional Growth and Development for Administrators

The board recognizes that training and study for administrators contribute to their skill development necessary to better serve the needs of the school district. Each year the superintendent shall develop an administrative inservice program based upon the needs of the district, as well as the needs of individual administrators.

Cross References:

(cf. 5005 Employment: Disclosures, Certification Requirements, Assurances and Approval)

(cf. 5240 Evaluation Staff)

Legal References:

RCW 28A.415.040 In-service training act

WAC 180-85-075 Continuing education requirement

WAC 180-85-200 In-service education approval standards

WAC 392-195 In-service training program

WAC 392-121-255 Definition -- Academic credits

WAC 392-121-257 Definition -- In-service credits

WAC 392-192 Professional Growth

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Professional Growth Plan: The minimum elements of the district's professional growth plan shall be

- A. A Professional Growth Program Committee that will consist of at least the following: one teacher from the K-8 level; one teacher from the high school level; one itinerant certificated support staff person; one representative of counseling, assessment, library and/or other certificated support staff; one central office administrator; one K-8 building administrator; and one high school building administrator.
- B. Certificated staff shall use one or more of the following sources of information in developing their individual professional growth plans: peer review and evaluation, input by parents, input by students, personal and/or professional goals, school district goals, building goals, self-assessment, personal academic records, and school district evaluations.
- C. Materials, records or portfolios expressly developed as a result of an individual's participation in the professional growth program shall be the property of the participant, and shall not be retained in the employee's personnel file or used by the district in its formal evaluation process.

In-service Training Program: In order to participate in the state In-service Training Program the district shall

- A. Conduct a needs assessment. Provide a signed statement of assurance to the superintendent of public instruction that the district shall implement the recommendations of the needs assessment.
- B. Appoint, by the board of directors, an advisory in-service training task force comprised of representatives from central administration, building administration, teachers, classified and support personnel, an institution of higher education and the general public.
- C. Establish with the advisory in-service training task force written goals and objectives, identify training activities relevant to the goals and objectives, and design evaluation procedures and criteria to assess the success of the training activities in meeting the goals and objectives. A majority of the task force must concur.
- D. Not supplant current district funding of existing in-service training and staff development programs with state In-service Training Program funds.