

# CSBA Sample Board Policy

Certificated Personnel

BP 4131(a)

## STAFF DEVELOPMENT

Note: Staff development is not one of the enumerated items within the scope of collective bargaining pursuant to Government Code 3543.2. However, the Public Employment Relations Board (PERB) has found that some aspects of staff development may be negotiable if they are related to an enumerated subject of bargaining, such as working hours, wages, or other enumerated terms or conditions of employment; see (United Faculty of Contra Costa Community College District v. Contra Costa Community College District). Because the terms "staff development" and "training" are not always clear, their negotiability, in the absence of an agreement, may be determined by PERB on a case-by-case basis.

**The following paragraph has been expanded to emphasize the importance of student well-being and related professional development in the area of social-emotional development and learning. Social-emotional learning is a strategy utilized to improve school climate, which benefits all students including students at higher risk of harassment. See Items #4 and 7 below regarding diverse student populations and school climate, respectively.**

The Governing Board believes that, in order to maximize student learning, ~~and~~ achievement, **and well-being**, certificated staff members must be continuously learning and improving **relevant** ~~their~~ skills. The Superintendent or designee shall develop a program of ongoing professional development which includes opportunities for teachers to enhance their instructional and classroom management skills, ~~and~~ become informed about changes in pedagogy and subject matter, **and strengthen practices related to social-emotional development and learning.**

*(cf. 6111 - School Calendar)*

Note: Education Code 52060-52077 require districts to develop a local control and accountability plan (LCAP) which includes goals aligned with state and local priorities, specific actions aligned to meet those goals, and a budget aligned to fund those specific actions; see BP/AR 0460 - Local Control and Accountability Plan. The district's staff development program should be aligned with its priorities and goals as outlined in the LCAP and other applicable district and school plans.

The Superintendent or designee shall involve teachers, site and district administrators, and others, as appropriate, **when creating, reviewing, and amending in the development of** the district's staff development program. ~~He/she~~ **The Superintendent or designee** shall ensure that the district's staff development program is aligned with district priorities for student **learning**, achievement **and well-being**, school improvement objectives, the local control and accountability plan, and other district and school plans.

*(cf. 0000 - Vision)*

*(cf. 0200 - Goals for the School District)*

*(cf. 0420 - School Plans/Site Councils)*

*(cf. 0460 - Local Control and Accountability Plan)*

Note: Items #1-11 below are **optional** and may be revised to reflect district practice.

**STAFF DEVELOPMENT** (continued)

The district's staff development program shall assist certificated staff in developing knowledge and skills, including, but not limited to:

1. Mastery of subject-matter knowledge, including current state and district academic standards

(cf. 6011 - Academic Standards)  
 (cf. 6142.1 - Sexual Health and HIV/AIDS Prevention Instruction)  
 (cf. 6142.2 - World ~~Foreign~~ Language Instruction)  
 (cf. 6142.3 - Civic Education)  
 (cf. 6142.5 - Environmental Education)  
 (cf. 6142.6 - Visual and Performing Arts Education)  
 (cf. 6142.7 - Physical Education and Activity)  
 (cf. 6142.8 - Comprehensive Health Education)  
 (cf. 6142.91 - Reading/Language Arts Instruction)  
 (cf. 6142.92 - Mathematics Instruction)  
 (cf. 6142.93 - Science Instruction)  
 (cf. 6142.94 - History-Social Science Instruction)

2. Use of effective, subject-specific teaching methods, strategies, and skills

**Note: The State Board of Education's California Digital Learning Integration and Standards Guidance, adopted pursuant to SB 98 (Ch. 24, Statutes of 2020), provides recommendations for staff development regarding technology-based learning. It encompasses curriculum and instructional guidance for mathematics, English language arts, and English language development, including a framework for addressing critical standards, formative and diagnostic assessment, recommended aggregate time for instruction and independent work by grade, and guidance on embedding social-emotional supports for students into technology-based learning curriculum. Although this guidance was written in response to COVID-19, it is intended to be used as a resource for the re-envisioning of education and digital teaching and learning.**

**Education Code 51745-51749.6, as amended by AB 130 (Ch. 44, Statutes of 2021), contain specified requirements for districts offering technology-based instruction pursuant to an independent study program. See BP/AR 6158 - Independent Study.**

3. Use of technologies to enhance instruction **and learning, including face-to-face, remote, or hybrid instruction**

(cf. 0440 - District Technology Plan)  
 (cf. 4040 - Employee Use of Technology)  
**(cf. 4113.5/4213.5/4313.5 - Working Remotely)**  
**(cf. 6158 - Independent Study)**  
 (cf. 6163.4 - Student Use of Technology)

**Note: Pursuant to Education Code 218, the California Department of Education (CDE) has developed and/or updated resources, available on its web site, for use in schools serving students in grades 7-12 for in-service training for the support of lesbian, gay, bisexual, transgender, queer, and questioning (LGBTQ) students, and strategies to increase support for LGBTQ students which**



**STAFF DEVELOPMENT (continued)**

*(cf. 5145.9 - Hate-Motivated Behavior)*

8. Ability to relate to students, understand their various stages of growth and development, and motivate them to learn
9. Ability to interpret and use data and assessment results to guide instruction

*(cf. 5121 - Grades/Evaluation of Student Achievement)*

*(cf. 6162.5 - Student Assessment)*

**Note: The following paragraph has been expanded to include social-emotional learning and trauma-informed practices.**

**The Collaborative for Academic, Social, and Emotional Learning describes social-emotional learning as, "the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions."**

**Trauma-informed practices include recognizing and responding appropriately to students who have experienced trauma in order to minimize disruption to learning, academic achievement, and physical and emotional well-being.**

10. Knowledge of topics related to student **mental and physical** health, safety, and welfare, **which may include social-emotional learning and trauma-informed practices**

*(cf. 0450 - Comprehensive Safety Plan)*

*(cf. 5030 - Student Wellness)*

*(cf. 5131.6 - Alcohol and Other Drugs)*

*(cf. 5131.63 - Steroids)*

*(cf. 5141.21 - Administering Medication and Monitoring Health Conditions)*

***(cf. 5141.22 - Infectious Diseases)***

*(cf. 5141.4 - Child Abuse Prevention and Reporting)*

***(cf. 5141.5 - Mental Health)***

*(cf. 5141.52 - Suicide Prevention)*

*(cf. 5145.3 - Nondiscrimination/Harassment)*

*(cf. 5145.7 - Sexual Harassment)*

***(cf. 5145.71 - Title IX Sexual Harassment Complaint Procedures)***

11. Knowledge of topics related to employee health, safety, and security

*(cf. 3514.1 - Hazardous Substances)*

*(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)*

***(cf. 4119.12 - Title IX Sexual Harassment Complaint Procedures)***

***(cf. 4119.41/4219.41/4319.41 - Employees with Infectious Disease)***

## STAFF DEVELOPMENT (continued)

*(cf. 4119.42/4219.42/4319.42- Exposure Control Plan for Bloodborne Pathogens)*  
*(cf. 4119.43/4219.43/4319.43 - Universal Precautions)*  
*(cf. 4157/4257/4357 - Employee Safety)*  
*(cf. 4158/4258/4358 - Employee Security)*

Note: The following **optional** paragraph may be revised to reflect district practice. Education Code 44277 encourages districts to establish individualized professional growth programs for teachers and other educators based on a needs assessment and to evaluate such programs based on specified criteria. Districts may assist teachers with preliminary credentials to meet the qualifications required for a professional clear credential, and are required to provide support and guidance to teachers participating in internship programs (Education Code 44325-44328, 44450-44468, and 44830.3) and teachers who possess a short-term staff permit (5 CCR 80021), **a** provisional internship permit (5 CCR 80021.1), or **an** emergency permit (Education Code 44300; 5 CCR 80023-80026.6); see AR 4112.2 - Certification and AR 4112.21 - Interns.

The Superintendent or designee shall, in conjunction with teachers, interns, and administrators, as appropriate, develop an individualized program of professional growth to increase competence, performance, and effectiveness in teaching and classroom management and, as necessary, to assist them in meeting state or federal requirements to be fully qualified for their positions.

*(cf. 4112.2 - Certification)*  
*(cf. 4112.21 - Interns)*  
*(cf. 4131.1 - Teacher Support and Guidance)*

~~Note: Pursuant to Education Code 44277, as amended by SB 1060 (Ch. 199, Statutes of 2014), acceptable professional learning activities must meet specified criteria.~~

Professional learning opportunities offered by the district shall be evaluated based on the criteria specified in Education Code 44277. Such opportunities may be part of a coherent plan that combines school activities within a school, including lesson study or co-teaching, and external learning opportunities that are related to academic subjects taught, provide time to meet and work with other teachers, and support instruction and student learning. Learning activities may include, but are not limited to, mentoring projects for new teachers, extra support for teachers to improve practice, and collaboration time for teachers to develop new instructional lessons, select or develop common formative assessments, or analyze student data. (Education Code 44277)

The district's staff evaluation process may be used to recommend additional individualized staff development for individual employees.

*(cf. 4115 - Evaluation/Supervision)*

The Board may budget funds for actual and reasonable expenses incurred by staff who participate in staff development activities.

*(cf. 3100 - Budget)*

**STAFF DEVELOPMENT** (continued)

(cf. 3350 - Travel Expenses)

The Superintendent or designee shall provide a means for continual evaluation of the benefit of staff development activities to both staff and students and shall regularly report to the Board regarding the effectiveness of the staff development program. Based on the Superintendent's report, the Board may revise the program as necessary to ensure that the staff development program supports the district's priorities for student achievement **and well-being**.

(cf. 0500 - Accountability)

Legal Reference:

EDUCATION CODE

**200 Educational equity**

**218 Lesbian, gay, bisexual, transgender, queer, and questioning student resources**

**220 Prohibition of discrimination**

44032 Travel expense payment

44259.5 Standards for teacher preparation

44277 Professional growth programs for individual teachers

44300 Emergency permits

44325-44328 District interns

44450-44468 University internship program

~~44570-44578 Inservice training, secondary education~~

44830.3 District interns

45028 Salary schedule and exceptions

48980 Notification of parents/guardians; schedule of minimum days

**51745-51749.6 Independent study**

52060-52077 Local control and accountability plan

56240-56245 Staff development; service to persons with disabilities

99200-~~99204 99206~~ Subject matter projects

GOVERNMENT CODE

3543.2 Scope of representation of employee organization

**11135 Discrimination**

PENAL CODE

**422.55 Hate crime**

CODE OF REGULATIONS, TITLE 5

13025-13044 Professional development and program improvement

80021 Short-term staff permit

80021.1 Provisional internship permit

80023-80026.6 Emergency permits

UNITED STATES CODE, TITLE 20

**1681-1688 Discrimination based on sex or blindness, Title IX**

6601-~~6692 6702~~ Preparing, Training, and Recruiting High Quality Teachers and Principals

Legal Reference continued: (see next page)

**STAFF DEVELOPMENT (continued)**

*Legal Reference: (continued)*

**UNITED STATES CODE TITLE 29**

**794 Rehabilitation Act of 1973, Section 504**

**UNITED STATES CODE TITLE 42**

**2000d-2000d-7 Title VI, Civil Rights Act of 1964**

**12101-12213 Americans with Disabilities Act**

**PUBLIC EMPLOYMENT RELATIONS BOARD DECISIONS**

**United Faculty of Contra Costa Community College District v. Contra Costa Community College District, (1990) PERB ~~Order~~ Dec. No. 804, 14 PERC P21-085**

*Management Resources:*

**CSBA PUBLICATIONS**

**Governing to the Core: Professional Development for Common Core, Governance Brief, May 2013**

**CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS**

**California Digital Learning Integration and Standards Guidance, June 2021**

**Social and Emotional Learning in California, A Guide to Resources, October 2018**

**COMMISSION ON TEACHER CREDENTIALING PUBLICATIONS**

**California Standards for the Teaching Profession (CSTP), 2009**

**WEB SITES**

CSBA: <http://www.csba.org>

California Department of Education, Professional Learning: <http://www.cde.ca.gov/pd>

**California Department of Education, Supporting LGBTQ+ Students:**

**<https://www.cde.ca.gov/pd/ee/supportlgbtq.asp>**

California Subject Matter Projects: <http://csmj.ucop.edu>

**Collaborative for Academic, Social, and Emotional Learning: <https://case1.org>**

Commission on Teacher Credentialing: <http://www.ctc.ca.gov>

**Public Employment Relations Board: <https://perb.ca.gov>**

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