



**RICHMOND
CHRISTIAN
SCHOOL**

EST. 1957

POLICY NUMBER AND NAME: 08.06 PROFESSIONAL DEVELOPMENT – VERSION 5.0	RESPONSIBILITY	BOARD	SUPERINTENDENT	SLT
		IN	I	D
SECTION: 08 – ORGANIZATION AND EMPLOYEES	LAST REVISION DATE: JUNE 30, 2026			
ADOPTED: OCTOBER 29, 2012	REVIEW FREQUENCY: EVERY 4 YEARS			

POLICY STATEMENT

Richmond Christian School values continuous learning and professional growth as essential to excellent teaching, effective leadership, and faithful service across the school. This policy establishes expectations, priorities, and funding guidelines for professional development so that staff growth is supported in a fair, mission-aligned, and strategic manner.

Professional development will be supported through the annual school budget and aligned with educational programming, operational requirements, school improvement priorities, and the ongoing development of staff capacity. Professional development should contribute to improved student learning, strengthened professional practice, and enhanced service to the school community.

PERSONS/AREA AFFECTED

This policy applies to full-time and part-time employees on an indefinite contract, including instructional staff, administrators, board-supported leadership roles, and operational staff as approved within the annual professional development budget.

REVIEW HISTORY		
DATE	VERSION	CHANGES
MARCH 10, 2014	2.0	
APRIL 25, 2022	3.0	POLICY RENAMED “PROFESSIONAL DEVELOPMENT” (FORMERLY KNOWN AS TEACHER PROFESSIONAL DEVELOPMENT)
SEPTEMBER 25, 2023	4.0	REVISIONS INCLUDE EXPANDED STIPULATIONS FOR EA AND OPS AMIN STAFF
JUNE 30, 2026	5.0	REVISIONS APPROVED BY SLT ON MAY 26, 2026

1. PURPOSE

The purpose of this policy is to:

- a. encourage ongoing professional growth for staff and leaders;
- b. provide a clear framework for professional development expectations and reimbursement;
- c. ensure that professional development funding is allocated consistently and responsibly;
- d. align professional development with Richmond Christian School's mission, instructional priorities, and operational needs; and
- e. provide campus and school-wide funding structures that support both individual and collective learning needs.

2. PERSON GUIDING PRINCIPLES

- a. All staff share responsibility for pursuing continued growth in knowledge, skill, character, and professional practice relevant to their role.
- b. Richmond Christian School will support professional development through performance review, growth planning, collaborative learning, and budgeted financial resources.
- c. Professional development is most effective when it supports improved student learning, stronger professional practice, and collaboration within a professional learning community.
- d. Professional development should reflect school priorities, Christian perspectives, regulatory or professional expectations, and role-specific development needs.
- e. Online learning, in-person training, conferences, courses, mentoring, and collaborative inquiry are all recognized forms of professional development when they demonstrate clear professional value.

3. PROFESSIONAL DEVELOPMENT EXPECTATIONS

- a. A full-time teacher is expected to complete approximately thirty (30) hours of professional development activities each year, including school-based and independently pursued learning, and part-time expectations will be pro-rated. Professional development expectations for administrators and other staff will be guided by employment responsibilities, professional growth plans, and direction from the Superintendent or designate.
- b. All educational staff are expected to maintain evidence of professional development each year. Instructional staff should select professional learning opportunities that support growth

in areas such as BC curriculum and standards, professional practice, assessment, Christian perspectives, instructional approaches, and job-related skill development.

4. RECOGNIZED PROFESSIONAL DEVELOPMENT ACTIVITIES

RCS encourages and commits to supporting the following recognized types of professional development:

- a. Formal (personal growth-driven)
 - i. University or college certificates, diplomas and degrees in education-related fields of study
 - ii. Specialized training certifications (i.e. First Aid, library technician)
 - iii. Workshops and conferences
 - iv. Individually requested Christian Perspective course
 - v. Developing and leading workshops
 - vi. Education related travel exchanges
- b. Formal (school-driven)
 - i. Professional learning communities and staff meetings
 - ii. Committees, study or focus groups
 - iii. Mentorship program
 - iv. Christian schools conference
 - v. School provided Christian Perspective course
 - vi. Courses, seminars, conferences through universities, colleges, professional associations and/or accredited learning institutions
 - vii. Involvement and work with committees, boards and professional associations
- c. Informal (personal growth-driven)
 - i. Book study; journals and articles
 - ii. Research or inquiry
 - iii. School and classroom visits
 - iv. Self-reflection, reviewing filmed lessons

5. BUDGET ALLOCATION

The annual professional development budget will be set at 1% of the approved salary base used by the school for professional development budgeting, as approved in the annual school budget. This policy distributes that annual professional development budget across the school as follows:

Allocation Area	Share of Annual Pro-D Budget
Elementary	10%
Middle	8%
Secondary	10%
Board/Admin	20%
General K-12	52%

6. USE OF CAMPUS ALLOCATIONS

- a. Campus and area allocations are intended to support professional development that advances campus priorities, role effectiveness, and school improvement goals. Funds within Elementary, Middle, Secondary, and Board/Admin allocations may be used for approved expenses such as conference or workshop registration, course tuition, speaker or facilitator costs, individual staff request and collaborative team training, professional resources, travel and accommodation directly related to approved professional learning, teacher-on-call or substitute coverage, and role-specific certification or compliance training.
- b. The General K-12 allocation is intended for whole-school professional development and cross-campus initiatives. This may include school-wide in-service learning, keynote speakers, common training days, Christian education conferences, K-12 curriculum or assessment initiatives, and other strategic professional development that serves staff across multiple divisions or the entire organization.

7. APPROVAL AND REIMBURSEMENT

- a. All professional development expenses must be approved in advance by the Principal or budget holder and must align with this policy, the relevant professional growth plan where applicable, and the available budget allocation. Staff requesting funding should provide a brief rationale describing the professional learning activity, its anticipated benefit, and the associated costs.

- b. Approved fees for conferences, workshops, courses, certifications, or programs may be reimbursed in full or in part, depending on the nature of the request, the benefit to the school, and available funds within the relevant allocation. Documentation verifying registration, attendance, completion, and payment may be required before reimbursement is issued.
- c. The cost of Christian Perspective courses will be:
 - i. paid for by the school for group courses that have been arranged, coordinated, or facilitated by the school.
 - ii. paid for by the employee or from the campus professional development budget, for individually selected courses.
- d. For substantial programs such as a degree or other extended study, staff should refer to the Continuing Education Policy (08.06.01).
- e. Where teacher-on-call or substitute coverage is required for approved professional development, that cost will be charged to the relevant professional development allocation.

8. ROLES AND RESPONSIBILITIES

- a. Staff are responsible for engaging in ongoing professional growth, identifying meaningful learning goals, seeking approval in advance, and documenting completed professional development as required. Principals, supervisors, and school leaders are responsible for discussing growth plans with staff, approving appropriate requests, and ensuring campus or area allocations are used strategically and equitably.
- b. The Board and senior administration are responsible for ensuring that professional development is supported through the annual budget, aligned with school priorities, and reviewed periodically for effectiveness and sustainability.