

Independent School District 308
School Board Policy 619

619 STAFF DEVELOPMENT FOR STANDARDS

I. PURPOSE

The purpose of this policy is to establish opportunities for staff development which advance the staff's ability to work effectively with the **Assessment Graduation Requirements** ~~Graduation Standards~~ and with students as they progress to achievement of those **Assessment Graduation Requirements and meet the requirements of federal law.** ~~Graduation Standards and meet the requirements of the No Child Left Behind Act.~~

II. GENERAL STATEMENT OF POLICY

The school district is committed to developing staff policies and processes for continuous improvement of curriculum, instruction and assessment to ensure effective implementation of the **Assessment Graduation Requirements** and ~~the No Child Left Behind Act~~ **federal law** at all levels.

III. STANDARDS FOR STAFF DEVELOPMENT

- A. The Advisory Committee for Comprehensive Continuous Improvement of Student Achievement (Committee) shall address the needs of all staff in prioritizing staff development which will ensure effective implementation of the **Assessment Graduation Requirements and federal law** ~~Graduation Standards and the No Child Left Behind Act~~ at all levels. The Committee will advise the school board on the planning of staff development opportunities.
- B. The school district shall place a high priority on staff development including activities, programs, and other efforts to implement the **Assessment Graduation Requirements** ~~Graduation Standards~~ effectively and to upgrade that implementation continuously.
- C. Staff development plans for the school district shall address identified needs for **Assessment Graduation Requirements** ~~Graduation Standards~~ implementation throughout all levels of the school district programs.
- D. In service, staff meeting, and district and building level staff development plans and programs shall focus on improving implementation of the **Assessment Graduation Requirements** ~~Graduation Standards~~ at all levels for all students, including those with special needs.

IV. TRAINING AND PROFESSIONAL DEVELOPMENT

A. Paraprofessionals

The school district will provide each paraprofessional who assists a licensed teacher in providing student instruction with initial training. Such training will include training in emergency procedures, confidentiality, vulnerability, reporting obligations, discipline, policies, roles and responsibilities, and building orientation. Training will be provided within the first sixty (60) days a paraprofessional begins supervising or working with students.

Additionally, with regard to paraprofessionals providing support to special education students, the school district will ensure that annual training opportunities are required to enable the paraprofessional to further develop the knowledge and skills that are specific to the students with whom the paraprofessional works, including understanding disabilities, the unique and individual needs of each student according to the student's disability and how the disability affects the student's education and behavior, following lesson plans, and implementing follow-up instructional procedures and activities.

B. Teachers/Administrators

1. The school district will provide high quality and ongoing professional development activities as required by state and federal laws.

~~2. The school district will assign an administrator to serve as a highly objective uniform state standard of evaluation ("HOUSSE") reviewer. The administrator shall meet with teachers and, where appropriate, certify the teacher's application for highly qualified status.~~

- Legal References:**
- Minn. Stat. § 120B.02 (Educational Expectations for Minnesota's Students)
 - Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement Goals; Striving for Comprehensive Achievement and Civic Readiness)
 - Minn. Stat. § 120B.303 (Assessment Graduation Requirements)
 - Minn. Stat. § 120B.363 (Credential for Education Paraprofessionals)
 - Minn. Stat. § 122A.16 (Qualified Teacher Defined)
 - Minn. Stat. § 122A.60 (Staff Development Program)
 - Minn. Rules Parts 3501.0660 (Academic Standards for Kindergarten through Grade 12 (Language Arts))
 - Minn. Rules Parts 3501.07 (Academic Standards for Mathematics)
 - Minn. Rules Parts 3501.0820 (Academic Arts Standards for Kindergarten through Grade 12)
 - Minn. Rules Parts 3501.0960 (Academic Science Standards for Kindergarten through Grade 12)

Minn. Rules Parts 3501.1200-3501.1210 (Academic Standards for English Language Development)
Minn. Rules Parts 3501.13 (Academic Standards for Social Studies)
Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)
20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

Cross References: School Board Policy 104 (School District Mission Statement)
School Board Policy 601 (School District Curriculum and Instruction Goals)
School Board Policy 613 (Graduation Requirements)
School Board Policy 616 (School District System Accountability)