

I. GENERAL STATEMENT OF POLICY

The school district shall develop and implement staff policies and processes for continuous improvement of curriculum, instruction and assessment.

II. STANDARDS FOR STAFF DEVELOPMENT

- A. The District Staff Development Committee (the “Committee”) shall address and prioritize the needs of all staff to ensure effective implementation of the Graduation Assessment Requirements and with students as they progress to achievement of those Graduation Assessment Requirements.
- B. Staff development plans shall contribute toward continuous improvement of student achievement for all students, including English Learners and those with special needs by addressing the following goals:
 - 1. Improve student achievement of state and local education standards in all areas of the curriculum, including areas of regular academic and applied and experiential learning, by using research-based best practices methods;
 - 2. Effectively meet the needs of a diverse student population, including at-risk children, children with disabilities, English learners, and gifted children, within the regular classroom, applied and experiential learning settings, and other settings;
 - 3. Provide an inclusive curriculum for a racially, ethnically, linguistically, and culturally diverse student population that is consistent with state education diversity rule and the district’s education diversity plan;
 - 4. Effectively teach and model violence prevention policy and curriculum that address early intervention alternatives, issues of harassment, and teach nonviolent alternatives for conflict resolution;
 - 5. Effectively deliver digital and blended learning and curriculum and engage students with technology; and
 - 6. Support stable and productive professional communities that emphasize coaching, professional learning communities, classroom action research, and other job-embedded models;
 - 7. Maintain a strong subject matter focus premised on students’ learning goals consistent with Minn. Stat. § 120B.125;
 - 8. Ensure specialized preparation, differentiated instructional strategies, and learning about issues related to teaching English learners and students with special needs by focusing on long-term systemic efforts to improve educational services and opportunities and raise student achievement; and
 - 9. Provide opportunities for staff to learn about current workforce trends, the connections between workforce trends and postsecondary education, and training options, including career and technical education options.

III. TRAINING AND PROFESSIONAL DEVELOPMENT

- A. Educational Assistants. The school district will provide initial training for each educational assistant who assists a licensed teacher in providing student instruction. 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 60 days an educational assistant begins supervising or working with students.
- B. Teachers/Administrators
1. The school district will provide high quality professional development activities as required by state and federal laws.
 2. An administrator will be identified and assigned 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 as defined by state and federal statute.

Policy 619 - Staff Development for Standards

Adopted: 1/28/08

Updated: 4/2011, 12/2013, 2/2015

School Board

INDEPENDENT SCHOOL DISTRICT 659

Northfield, Minnesota

Legal References: Minn. Stat. § 120B.02 (Educational Expectations for Minnesota’s Students)
Minn. Stat. § 120B.11 (School District Process)
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 3501.0640-3501.0655 (Academic Standards for Language Arts)
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)
Minn. Rules Parts 3501.0800-3501.0815 (Academic Standards for the Arts)
Minn. Rules Parts 3501.0900-3501.0955 (Academic Standards in Science)
Minn. Rules Parts 3501.1000-3501.1190 (Graduation-Required Assessment for Diploma)
Minn. Rules Parts 3501.1200-3501.1210 (Academic Standards for English Language Development)
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)
Minn. Stat. § 120B.125 (Planning for Students’ Successful Transition to Postsecondary Education and Employment; Personal Learning Plans)

Cross References: Policy 104 (School District Mission Statement)
Policy 603 (Curriculum Development, Implementation and Delivery)
Policy 613 (Graduation Requirements)
Policy 616 (School District System Accountability)