

Policy 619 STAFF DEVELOPMENT FOR STANDARDS

I. PURPOSE

The purpose of this policy is to establish opportunities for Northfield Public Schools District staff development that advance the staff's ability to work effectively with the Graduation Assessment Requirements and with students as they progress to achievement of those Graduation Assessment Requirements and meet the requirements of federal law.

II. GENERAL STATEMENT OF POLICY

The district is committed to developing staff policies and processes for continuous improvement of curriculum, instruction and assessment.

III. 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.
 - 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 [Minnesota Statute 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.
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 (commonly known as paraprofessionals)

The 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.

Additionally, with regard to educational assistants providing support to special education students, the district will ensure that annual training opportunities are required to enable the educational assistants to further develop the knowledge and skills that are specific to the students with whom the educational assistant 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

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

Policy 619 Staff Development for Standards

Adopted: 01.28.2008; Updated: 04.2011, 12.2013, 02.2015, 09.26.2022; Statutory Update: 10.28.2024; Non Substantive Update: 05.11.2026

Board of Education

INDEPENDENT SCHOOL DISTRICT NO. 659

Northfield, Minnesota

Legal References: Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements 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: MSBA/MASA Model Policy 104 (School District Mission Statement)
MSBA/MASA Model Model Policy 601 (School District Curriculum and Instruction Goals)
MSBA/MASA Model Policy 613 (Graduation Requirements)
MSBA/MASA Model Policy 616 (School District System Accountability)