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## **619 - STAFF DEVELOPMENT FOR GRADUATIONS 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 Graduation Standards and with students as they progress to achievement of those 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 Graduation Standards and the No Child Left Behind Act at all levels.

### **III. STAFF DEVELOPMENT FOR IMPLEMENTATION OF STANDARDS**

- A. The District Staff Development Committee shall address the needs of all staff in prioritizing staff development goals which will ensure effective implementation of the 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 Graduation Standards effectively and to upgrade that implementation continuously.
- C. Staff development goals for the school district shall address identified needs for 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 implementation and improvement of the implementation of the Graduation Standards at all levels for all.

#### 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 60 days a paraprofessional begins supervising or working with students.
- 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)  
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 3501.0010-3501.0180 (Rules Relating to Graduation Standards - Mathematics and Reading)  
Minn. Rules Parts 3501.0200-3501.0290 (Rules Relating to Graduation Standards - Written Composition)  
Minn. Rules Parts 3501.0505-3501.0635 (K-12 Standards)  
20 U.S.C. § 6301, et seq. (No Child Left Behind Act)

#### ***Cross References:***

MSBA/MASA Model Policy 104 (School District Mission Statement)  
MSBA/MASA 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)