INDEPENDENT SCHOOL DISTRICT 719
PRIOR LAKE - SAVAGE AREA SCHOOLS

425 DISTRICT STAFF DEVELOPMENT POLICY

I. PURPOSE

The purpose of this policy is to establish a staff development program and structure to carry out planning and reporting on staff development that supports improved student learning.

II. DEFINITION

"Staff development" means training aimed at the professional growth of teachers and educational support staff.

III. GENERAL STATEMENT OF POLICY

DISTRICT STAFF DEVELOPMENT COMMITTEE AND BUILDING INSTRUCTIONAL LEADERSHIP TEAMS (BILT)

A. The school board will establish a District Staff Development Committee to oversee and assist Building Instructional Leadership Teams in developing a site plan, School Continuous Improvement Plan (SCIP), consistent with the goals of the District.

   1. The majority of the membership of the District Staff Development Committee shall consist of teachers representing various grade levels, subject areas, and special education. The Committee also will include nonteaching staff and administrators.

   2. Members of the District Staff Development Committee shall be approved by the school board. Committee members shall serve a two-year term. The school board shall approve replacement members of the Advisory Staff Development Committee as soon as possible following the resignation, death, serious illness, or removal of a member from the Committee.

B. Each school site will establish a Building Instructional Leadership Team.

   1. Members of the Building Instructional Leadership Teams will be appointed by site/district administration.

   2. The majority of the Building Instructional Leadership Teams shall be teachers representing various grade levels, subject areas, and special education.

DUTIES OF THE DISTRICT STAFF DEVELOPMENT COMMITTEE

A. The District Staff Development Committee will develop a Staff Development Plan which will be reviewed and subject to approval by the school board annually.

B. The Staff Development Plan must contain the following elements:

1. Staff development outcomes which are consistent with the school district's education outcomes;

2. The means to achieve the Staff Development outcomes;

3. The procedures for evaluating progress at each school site toward meeting educational outcomes consistent with relicensure requirements under Minn. Statute;

4. Ongoing staff development activities that contribute toward continuous improvement in achievement of the following goals:

   a. 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;

   b. 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;

   c. 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;

   d. Improve staff collaboration and develop mentoring and peer coaching programs for teachers new to the school or district;

   e. Effectively teach and model violence prevention policy and curriculum that address early intervention alternatives, issues of harassment, and teach nonviolent alternatives for conflict resolution;

   f. Effectively deliver digital and blended learning and curriculum and engage students with technology; and

   g. Provide teachers and other members of site-based management teams with appropriate management and financial management skills.

5. The Staff Development Plan also must:

a. Support stable and productive professional communities achieved through ongoing and school wide progress and growth in teaching practice;

b. Emphasize coaching, professional learning communities, classroom action research, and other job-embedded models;

c. Maintain a strong subject matter focus premised on students' learning goals consistent with Minn. Statute;

d. Ensure specialized preparation 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

e. Reinforce national and state standards of effective teaching practice.

6. Staff development activities must:

a. Focus on the school classroom and research-based strategies that improve student learning;

b. Provide opportunities for teachers to practice and improve their instructional skills over time;

c. Provide opportunities for teachers to use student data as part of their daily work to increase student achievement;

d. Enhance teacher content knowledge and instructional skills, including to accommodate the delivery of digital and blended learning and curriculum and engage students with technology;

e. Align with state and local academic standards;

f. Provide opportunities to build professional relationships, foster collaboration among principals and staff who provide instruction, and provide opportunities for teacher-to-teacher mentoring;

g. Align with the plan, if any, of the district or site for an alternative teacher professional pay system;

h. Provide teachers of English learners, including English as a second language, and content teachers with differentiated instructional strategies critical for ensuring students long-term academic success, the means to effectively use assessment data on the academic literacy, oral academic language, and English language development of English learners, and skills to support native

and English language development across the curriculum; and

i. 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.

7. Staff development activities may include curriculum development and curriculum training programs and activities that provide teachers and other members of site-based teams training to enhance team performance.

8. The school district may implement other staff development activities required by law and activities associated with professional teacher compensation models.

C. The District Staff Development Committee will assist Building Instructional Leadership Teams in developing a site plan consistent with the goals and outcomes of the Staff Development Plan, relative to goals outlined in the School Continuous Improvement Plan.

D. The District Staff Development Committee will evaluate staff development efforts at the site level and will report to the school board annually the extent to which staff at the site have met the outcomes of the School Continuous Improvement Plans.

E. The District Staff Development Committee shall assist the school district in preparing any reports required by the Minnesota Department of Education (MDE) relating to staff development including, but not limited to, the reports referenced in Section VII.below.

STAFF DEVELOPMENT FUNDING

A. Unless the school district is in statutory operating debt or a majority of the school board and a majority of its licensed teachers annually vote to waive the requirement to reserve basic revenue for staff development, the school district will reserve an amount equal to at least two percent of its basic revenue for: in-service education for violence prevention programs to help students learn how to resolve conflicts within their families and communities in non-violent, effective ways; staff development plans; curriculum development and programs; other in-service education; teachers' workshops; teacher conferences; the cost of substitute teachers for staff development purposes; preservice and in-service education for special education professionals and paraprofessionals; and other related costs for staff development efforts. The school district also may use the revenue reserved for staff development for grants to the school district's teachers to pay for coursework and training leading to certification as either a college in the school's teacher or a concurrent enrollment teacher. In order to receive a grant, the teacher must be enrolled in a program that includes coursework and training focused on teaching a core subject.

B. The school district may, in its discretion, expend an additional amount of unreserved revenue for staff development based on its needs.

C. Release time provided for teachers to supervise students on field trips and school activities, or independent tasks not associated with enhancing the teacher's knowledge

and instructional skills, such as preparing report cards, calculating grades, or organizing classroom materials, may not be counted as staff development time that is financed with staff development reserved revenue under Minn. Statute.

PROCEDURE FOR USE OF STAFF DEVELOPMENT FUNDS

A. On a yearly basis, Director of Teaching & Learning or designee, shall prepare a projected budget setting forth proposals for allocating staff development funds reserved for each school site.

B. The District Staff Development Committee shall be responsible for monitoring the use of such funds in accordance with the Staff Development Plan and budget. The requested use of staff development funds must meet or make progress toward the goals and objectives outlined in School Continuous Improvement Plans.

C. Individual requests from staff for leave to attend staff development activities shall be submitted and reviewed according to school district policy, staff procedures, contractual agreement, and the effect on school district operations. Failure to timely submit such requests may be cause for denial of the request.

PARAPROFESSIONALS, TITLE I AIDES, AND OTHER INSTRUCTIONAL SUPPORT STAFF

A. The school district must provide a minimum of eight hours of paid orientation or professional development annually to all paraprofessionals, Title I aides, and other instructional support staff. Six of the eight hours must be completed before the first instructional day of the school year or within 30 days of hire.

B. The orientation or professional development must be relevant to the employee's occupation and may include collaboration time with classroom teachers and planning for the school year.

C. For paraprofessionals who provide direct support to students, at least 50 percent of the professional development or orientation must be dedicated to meeting the requirements of this section. Professional development for paraprofessionals may also address the requirements of Minnesota Statutes, section 120B.363, subdivision 3.

D. A school administrator must provide an annual certification of compliance with this requirement to the MDE Commissioner.

REPORTING

A. The school district and site staff development committee shall prepare a report of the previous fiscal year’s staff development activities and expenditures as part of the school district’s world’s best workforce report.

1. The report must include assessment and evaluation data indicating progress toward district and site staff development goals based on teaching and learning outcomes, including the percentage of teachers and other staff involved in instruction who participate in effective staff development activities.

B. The report will be signed by the superintendent, or designee.