

# 619 STAFF DEVELOPMENT FOR ASSESSMENT REQUIREMENTS

## 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 Assessment Requirements and meet the requirements of federal law.

## 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 Assessment Requirements and federal law at all levels.

## III. STANDARDS FOR STAFF DEVELOPMENT

A. The Advisory Staff Development Committee shall address the needs of all staff in prioritizing staff development which will ensure effective implementation of the Graduation Assessment Requirements and federal law 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 Assessment Requirements effectively and to upgrade that implementation continuously.

C. Staff development plans for the school district shall address identified needs for Graduation Assessment Requirements 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 Graduation Assessment Requirements 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 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

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

Cross References: Dover-Eyota Public Schools Policy 104 (School District Mission Statement)

Dover-Eyota Public Schools Policy 601 (School District Curriculum and Instruction Goals)

Dover-Eyota Public Schools Policy 613 (Graduation Requirements)

Dover-Eyota Public Schools Policy 616 (School District System Accountability)

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