



**Teachers, Administrators  
and Community working  
together toward better  
education**

# **Staff Development Policy Manual Reference Section**

**Independent School District #318  
Grand Rapids, MN**

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2016**

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## **I. Origin of the Staff Development Committee**

The District 318 Staff Development Committee began during the 1987-88 school year in response to teacher's requests for continuity and relevance in connection with staff development planning.

## **II. Legal Basis for the Committee**

A. State: Minnesota Statute 122A.60, Staff Development Program -Subdivision 1. Staff development committee.

(a) A school board must use the revenue authorized in section [122A.61](#) for:

(1) teacher development and evaluation plans under section [122A.40](#), subdivision 8, or [122A.41, subdivision 5](#);

(2) principal development and evaluation under section [123B.147, subdivision 3](#);

(3) in-service education programs under section [120B.22, subdivision 2](#); and

(4) other staff development needs.

(b) The board must establish an advisory staff development committee to develop the plan, assist site professional development teams in developing a site plan consistent with the goals of the plan, and evaluate staff development efforts at the site level. A majority of the advisory committee and the site professional development team must be teachers representing various grade levels, subject areas, and special education. The advisory committee must also include nonteaching staff, parents, and administrators.

### **Subd. 1a. Effective staff development activities.**

(a) Staff development activities must:

(1) focus on the school classroom and research-based strategies that improve student learning;

(2) provide opportunities for teachers to practice and improve their instructional skills over time;

(3) provide opportunities for teachers to use student data as part of their daily work to increase student achievement;

(4) enhance teacher content knowledge and instructional skills, including to accommodate the delivery of digital and blended learning and curriculum and engage students with technology;

(5) align with state and local academic standards;

(6) provide opportunities to build professional relationships, foster collaboration among principals and staff who provide instruction, and provide opportunities for teacher-to-teacher mentoring;

(7) align with the plan of the district or site for an alternative teacher professional pay system;

(8) 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

(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.

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

(b) 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 section [122A.61](#).

### **Subd. 2.Contents of plan.**

The plan must include the staff development outcomes under section [122A.40, subdivision 8](#), or [122A.41, subdivision 5](#), and section [123B.147](#), subdivision 3, the means to achieve the outcomes, and procedures for evaluating progress at each school site toward meeting education and staff development outcomes, consistent with relicensure requirements under section [122A.18](#), subdivision 4. The plan also must:

- (1) support stable and productive professional communities achieved through ongoing and schoolwide progress and growth in teaching practice;
- (2) emphasize coaching, professional learning communities, classroom action research, and other job-embedded models;
- (3) maintain a strong subject matter focus premised on students' learning goals, consistent with section [120B.125](#);
- (4) 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
- (5) reinforce national and state standards of effective teaching practice.

### **Subd. 3.Staff development outcomes.**

The advisory staff development committee must adopt a staff development plan, consistent with section [122A.40, subdivision 8](#), or [122A.41, subdivision 5](#), for developing and evaluating teachers and for improving student outcomes and with section [123B.147, subdivision 3](#), for strengthening principals' capacity in areas of instruction, supervision, evaluation, and teacher development. The plan must be consistent with education outcomes that the school board determines. The plan must include ongoing staff development activities that contribute toward continuous improvement in achieving 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 the state education diversity rule and the district's education diversity plan;
- (4) improve staff collaboration and develop mentoring and peer coaching programs for teachers new to the school or district;
- (5) effectively teach and model violence prevention policy and curriculum that address early intervention alternatives, issues of harassment, and teach nonviolent alternatives for conflict resolution;
- (6) effectively deliver digital and blended learning and curriculum and engage students with technology; and
- (7) provide teachers and other members of site-based management teams with appropriate management and financial management skills.

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### **Subd. 4.Staff development report.**

(a) The district and site staff development committees shall write a report of staff development activities and expenditures for the previous year. The report, signed by the district superintendent and staff development chair, 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 under subdivision 3 as part of the district's world's best workforce report under section [120B.11, subdivision 5](#).

(b) The report must break down expenditures for:

- (1) curriculum development and curriculum training programs; and

(2) staff development training models, workshops, and conferences, and the cost of releasing teachers or providing substitute teachers for staff development purposes.

The report also must indicate whether the expenditures were incurred at the district level or the school site level, and whether the school site expenditures were made possible by grants to school sites that demonstrate exemplary use of allocated staff development revenue. These expenditures must be reported using the uniform financial and accounting and reporting standards.

## B. District: VII A 2 Legal Ref: District “Teacher’s Agreement”

### **Article V Section 13 Professional Development**

**Subd. 1.** The purpose of this section shall be to implement Staff Development.

**Subd. 2.** Staff Development Committee:

A. A staff development committee shall be established to plan and/or coordinate all District-funded teacher inservice.

1. The committee shall be composed of a majority of teachers representing various grade and department areas.
2. Staff vacancies on the committee shall be filled by an election in the building or area to be represented.
3. The current chair and vice-chair will serve as the nominating committee for future chairpersons who will be approved by the committee.

B. The responsibilities of the committee shall be:

1. To plan the fall inservice workshop
2. To plan inservice, if any, for workshop days at the end of academic quarters within the limitations set forth in Article X, Section 5, including Subd. 1 and Subd. 2
3. To request staff input in the pre-planning stage to determine areas of interest and need
4. To oversee building or department staff development committees in developing goals, planning inservices, and preparing a budget
5. To prepare a District staff development plan and budget to be submitted to the Board

### **Article X Section 5**

**SECTION 5. Quarter-End Workshops:** The District shall provide one-day workshops at the end of each quarter to be used for doing work necessary to end one quarter and begin another, except that up to one-half of such workshop may be used for necessary meetings, in-service sessions, or other related activities.

**Subd. 1.** To the greatest possible extent, no meetings or in-service sessions will be scheduled for elementary teachers after the first hour of the workday on the workshop day at the end of the first quarter of each school year.

**Subd. 2.** To the greatest possible extent, no meetings or in-service sessions will be scheduled for secondary teachers after the first hour of the workday on the workshop at the end of the first semester of each school year.

## **III A – Mission, Goals, Strategies (see yearly section)**

## **III B - The Plan**

1. **The District Staff Development Committee may plan in-service sessions,** with a common focus and unified sense of direction on district goals. Workshops will be planned with staff input.
2. **Each building will form its own Staff Development Committee** composed of principals, teachers, and others as may be deemed appropriate by the building committee. Teacher members on the committee will be the majority.

**The purpose of the committee is to:**

- Develop a building plan.
- Oversee the operation of the plan.
- Submit the plan/activity report to the District Staff Development Committee one week prior to the May meeting.
- Develop an in-building budget.

**The plan shall:**

- Provide a basis by which the building staff development activities be given a common focus and unified sense of direction.
- Include goals established by the building staff.
- Be consistent with the educational mission statement of the district.

Plans developed by the building committees must be in accordance with M. S. 122A.60, 1999. The district committee will assist the building committees upon request.

**III C. Committee Make-up**

The present District Staff Development Committee consists of 26+ members from the following units: teachers, principals, educational support professionals and ex-officious.

**VOTING**

Elementary (min. one/building)	5 teachers
Robert J. Elkington Middle School	2 teachers
Grand Rapids Rapids High School	3 teachers
Bigfork School	1 teacher
Reading and Math Academy (RAMA)	1 teacher
Area Learning Center	1 teacher
Itaskin Education Center	1 teacher

Early Childhood Special Education	1 teacher
District-Wide (OT/PT, ASD, Speech, Psych)	1 representative
Principal	1 Elementary
Principal	1 Middle level
Principal	1 High School level
Educational Support Professionals	2 representatives
Total	21

**EX-OFFICIO**

Central Administration	1 representative
School Board	1 representative
Consultant (past chair)	1 representative
Staff Development Coordinator	1 representative
Parent (invited guest)	1+
Total	5+

Representatives will serve a 3-year term unless otherwise stated. A chair and a co-chair of the committee will serve for 4 years: 1 year as a committee member; 1 year as a co-chair; 1 year as chair; and 1 year as a past chair consultant. The new co-chair will be nominated by the present chair and approved by the committee before serving.

The District Staff Development Committee will be responsible for planning a yearly staff development budget. With prior authorization of the Budget Committee, work performed by contracted employees outside the regular contract time, by the committee or for the committee, will be paid at the district hourly rate.

**III D. Approval**

1. Approval by the District Committee
2. Approval by School Board
3. Submission to the Minnesota Department of Education by means of the World’s Best Workforce Report

**IV. Structure of District Committee**

**A. Members**

1. Name/Site/Extensions (see yearly section)
2. Terms: 3 years beginning May 1 of the year elected

The 3 year term is to make provision for a year of orientation and two years of active membership. This membership mix provides for continuity and growth in the committee.

3. Duties:
  - a. attend meetings regularly
  - b. serve on subcommittees
  - c. report to building committees
  - d. share minutes of meetings with those you represent

e. help building committees understand district staff development policies

4. Vacancies:

Vacancies on district committees are filled according to wishes of the building staff development committee. This may include appointment, volunteering, or election.

**B. Subcommittees (see yearly section)**

**C. Officers/Duties**

**1. Chair and Co-Chair**

A chair and co-chair direct the staff development business. Chair and co-chair may, if needed, take a ½ day to prepare for upcoming meetings. The chair presides at meetings. The co-chair becomes chair in April of the following year. Each term of office is for one year; officers may be re-elected. The co-chair is selected by election within the District Staff Development Committee or by appointment.

**Duties of the Chair:**

- a. set meeting schedule
- b. set meeting agenda
- c. conduct meetings
- d. fill out use of building forms for meetings, workshops, etc. (see online forms)
- e. represent Staff Development Committee on other committees
- f. contact the School Board and/or administration when legal matters or staff development issues arise
- g. appoint a co-chair when necessary for the following year
- h. appoint committee member and assign chairperson to each subcommittee
- i. send memo and forms to building committees (i.e. building plan, activity report and financial report)
- j. send district plan to the State Department in conjunction with Curriculum Director
- k. send year-end report to State Department in conjunction with Curriculum Director

**Duties of the Co-Chair:**

- a. Send notice to all committee members two weeks in advance of each meeting stating the date, time and place of the meeting
- b. send a copy of the minutes from each meeting to all district committee members
- c. arrange for refreshments at the district meetings

**2. District Staff Development Coordinator (Curriculum Director):**



This position is appointed by the superintendent.

**Duties of the Coordinator:**

- a. administrative liaison
- b. budget guidance and supervisor of the district committee funds
- c. monthly financial report at the District Staff Development meetings

**D. Sub-Committees Responsibilities:**

**(See Sub-Committees and members in yearly section)**

District Staff Development Committee members are expected to serve on sub-committees. Sub-committees meet outside of regular meeting times as needed and report back to the district committee as directed. Sub-committees are formed as needed. Sub-committee members can include other members of the staff. Sub-committees will include a member from each level of experience on the committee in order to ensure expertise and continuity.

**1. Budget Committee/Structure:**

- a. Develop District Staff Development Budget

**Budget Structure:**

1. Designate Line Item Expenses
2. Set Building Funds budget
3. Set Best Practice Grant Budget

**The following items are NOT permitted:**

\*payment for college credits (Registration fees, travel expenses, etc. are permitted)

\*childcare

\*request that does not meet the district and building goals

- b. Recommended Building Allocations:

District Staff Development Committee will follow MS 122A.60.

**E. Meeting Structure:**

1. The committee meets on a regular basis as directed by the chair. (see current meeting schedule in yearly section)
2. Substitutes are paid from District Staff Development funds for committee members attending staff development meetings scheduled during the school day.
3. Meeting format:
  - a. Call to order

- b. Additions to agenda
- c. Approval of previous minutes
- d. Committee reports
  - 1. Program
  - 2. Budget
  - 3. Teaching and Learning Committee
  - 4. Policy Manual
  - 5. ESP Update
  - 6. Multi District In-Service Day
  - 7. Recertification
- e. Old Business
  - 1. Shared Decisions
  - 2. Re-Certification
- f. New Business
  - 1. Professional Development Opportunities
  - 2. Best Practice Grants
- g. Closure and Adjournment

## V. Finances

### A. *Main Source/Additional Sources*

- 1. Staff development allocations would be determined by MN State Statutes regarding staff development distribution of funds. All unused funds will be absorbed back into the ISD 318 general fund.
- 2. Additional Sources: Any other allocated funds approved by the State Legislature.

### B. Payment of Expenses

- 1. Order for release of funds (fill out forms online)  
Building Staff Development Committees must approve requests for expenditures from staff in that building. Actual receipts are required for reimbursements except for meals.
  - a. **FILL OUT:**
    - \* **SRA/SD-1**
    - \* **AP-1** (Advance Payment for Registration, etc., if needed)

Code claim to Staff Development
  - b. **CLIP TOGETHER** and give all necessary forms to your Building Staff Development chairperson for approval of SRA/SD-1 form, who will return all forms to your secretary.
  - c. The secretary gives all forms to the principal who will approve all other forms and send them to the curriculum administrative assistant at the Administrative Services building for final approval.

- d. Upon returning from your trip:
  1. If you received advance monies you need to turn in your receipts, a copy of the approved **SRA/SD-1**, and a principal-approved and signed **C-3** (Travel Expense Form) to Missy Bildeaux at the Administrative Services building to balance that account.
  2. If you now want to claim your expenses, fill out a principal-approved and signed **C-3** form, attach all receipts (a must) and a copy of your approved **SRA/SD-1** forms, and send them to Missy Bildeaux at the Administrative Services building. Reimbursement should follow soon. Code your claim to Building Staff Development.
2. Transportation (See online for **Request for Transportation** form)
3. **Extra Duty Assignment** (Form **C-7**) previously approved for funding by the District Staff Development Committee

## **VI. Building Committee**

### **A. Structure**

Each building is to have a committee consisting of a principal, teachers, educational assistant and a parent representative, if desired.

### **B. Duties**

1. Staff will appoint or elect a committee.
2. The committee will appoint or elect a chair
3. The committee will submit a building plan to the district committee, which coincides with the district goals.
4. Set a yearly budget with building allotment.
5. Approve requests for staff development activities according to the building plan and budget. Code appropriately.
6. Keep a running record of expenditures.
7. Keep staff informed through monthly District Staff Development meeting minutes.
8. Plan Building Staff Development activities when necessary.
9. Elect or appoint a representative to serve on district committee as vacancies occur.

### **C. Building Budget Structure**

#### **Building Allocation**

Money is released to Building Staff Development Committees upon approval of the plan by the District Staff Development Committee.

Money to the Building Staff Development Committees is allocated to the schools based on the percentage of certified staff home-based in that building. Any and all expenditures must be directly related to the building plan and must be approved by the building committee.

#### **1. Permitted uses:**

- a. Building in-service costs (speakers, materials, etc.)
- b. Site Team Goals
- c. Out-of-building in-service, including travel, lodging, registration, meals, materials (district guidelines apply with regard to meals and travel)
- d. Classroom or school visitation expenses
- e. Curriculum: a graded course of study offered by a school
- f. Co-curricular: benefits curriculum for a specific discipline

**2. Non-permitted uses:**

- a. Payment for college credits
- b. Childcare
- c. Extra-curricular: an activity outside a graded curriculum based class