

# Storey County School District Policy Manual

*Adopted: 11 October 1990*

## **Section: Personnel**

*Revised: 10-23-02*

### **Title: Staff Development Policy and Philosophy**

*Previous Policy Number: (NEW) GCL*

*Presented as below to School Board for Review on 8-8-2000, 7-10-02, 7-24-02*

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## **STAFF DEVELOPMENT POLICY AND PHILOSOPHY**

The Board of Trustees commits to a program of Staff Development for the employees of Storey County School District.

The Board directs the Superintendent to annually provide a program that will enable the staff to improve their professional competencies.

The Board commits to providing the staff opportunities for input in the design of the district sponsored Staff Development activities.

The Board further directs the Superintendent to provide budgetary support, monitor efforts and provide the Board of Trustees with an annual report with respect to the Staff Development Program.

Given this commitment, the Board of Trustees believes that a continual and comprehensive program of staff development is essential to the growth of employees in any profession. The rapidly changing nature of society and the increasing knowledge base with respect to teaching and learning demand that educational professionals continue to improve their skills and abilities so as to best serve the children entrusted to their care. The Board commits to the following beliefs relative to Staff Development in Storey County School District:

Dedicated professionals continually seek to improve their competencies to meet the ever expanding roles and responsibilities of teaching.

The overall goal of staff development is to provide staff with research-based learning opportunities that are designed to improve their professional competencies.

Staff Development in Storey County School District shall include, but not be limited to, district-sponsored conferences, workshops and courses, attendance at out of district conferences and workshops, availability of professional journals and materials, attendance and enrollment in college and university coursework, and individual personal development plans.

Programs are based on the expressed needs of the staff.

All staff should select their level and type of participation of Staff Development based on their own needs and those perceived and recommended by their direct supervisor.

Long term, proactive Staff Development positively affects student achievement, attendance and behavior.

Staff Development increase professional educators' self esteem, mental and physical health.