

The Board of Education acknowledges its responsibility to recruit, hire, train and retain highly qualified personnel, as defined in the federal Individuals with Disabilities Education Act (IDEA) and its accompanying regulations and in Article 89 of New York State Education law and its accompanying regulations, to provide special education programs and services. In addition, the Board of Education is committed to appointing appropriately qualified personnel to the Committee (and subcommittee) on Special Education (CSE) and Committee (and subcommittee) on Preschool Special Education (CPSE).

The Board of Education will fulfill its obligation with regard to special education personnel by taking measurable steps including, but not limited to the following:

1. actively recruit personnel who possess prior experience working with students with disabilities.
2. solicit resumes from graduates of institutions of higher education that offer programs in special education.
3. seek candidates for teaching positions who are dually certified, to the extent possible.
4. facilitate the participation of every member of the professional staff in annual professional performance reviews and professional development plans.
5. provide appropriate on-going training and professional development to CSE and CPSE members, and other special education program and service providers to provide an opportunity for continuing awareness of their obligations and responsibilities under the law.

The Superintendent of Schools or designee is responsible for documenting that the professional staff is appropriately certified, licensed and trained and that they meet the "highly qualified" standard established in federal and state law. In the event that highly qualified individuals are not available, despite the best efforts of the administration, the Board of Education recognizes its responsibilities to meet the alternative standards established by the State Education Department.

Training CSE/CPSE Members

The School District is committed to ensuring that all members of the CSE and CPSE are appropriately trained for their responsibilities on their respective committees. Committee members are made aware of their responsibilities to ensure that services are identified to allow the student to be involved in and progress in the general education curriculum. Specific administrative practices for training these members, including general education teachers, to carry out the provisions of Part 200 include:

1. arranging for attendance at informational meetings concerning special education issues;
2. conducting School District-based training on a regular basis;
3. providing copies of written guidelines pertaining to School District practices and procedures for referring and evaluating preschool and school-age students suspected of having a disability;

4. participating in annual CSE/CPSE training provided by the New York State Education Department;
5. disseminating the **Guidebook for Committees on Special Education in New York** State, Part 200 of the Commissioner's Regulations, all amendments to the Regulations of the Commissioner, and informational bulletins and pamphlets, including memorandum from SED to all committee members;
6. inviting committee members to annual site visits of special education placements to familiarize them with placement options available to resident special education students; and
7. utilizing RSE-TASC as a training resource; and
8. utilizing the School District's attorney as a resource person, if needed, to interpret specific information for the committee members.

Staff Development

As part of an ongoing effort to assist special and general education teachers to better understand the needs of students with special needs, staff development plays a critical role in preparing teachers to work with diverse learners.

The School District will strive to provide ongoing staff training to problem-solve strategies to best meet the academic, behavioral and social emotional needs of all students.

In addition to staff meetings, in-service courses, Superintendent's Conference Day, as well as individual meetings between special and general education teachers, the State Education Department has directed districts to include, as part of its professional development plan, a description of the professional development activities provided to all professional staff and supplementary school personnel who work with students with disabilities to assure that they have the skills and knowledge necessary to meet the needs of students with disabilities.

Cross-ref: Policy 5400, Programs for Students with Disabilities *et. seq.*

Ref: Individual with Disabilities Education Act, 20 USC §§ 1412(a)(14), 1413(a)(3); 34 CFR §§ 300.156, 300.207; Education Law §4410
8 NYCRR §§ 200.2(b)(3), (12)

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