

## **9.0 PERSONNEL DEVELOPMENT**

Personnel development is a structure for personnel planning and focuses on pre-service and in-service needs in order to plan a program to meet the needs of pupils with disabilities.

### **9.01 Personnel Development Requirements**

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

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.

*Minn. Stat. § 122A.60, subd. 1a.*

### **District and SNWSEC Staff Training**

SNWSEC is committed to supporting special education staff by providing a wide variety of professional development activities. Each fall, SNWSEC presents an in-service for all district special education staff that generally focuses on identified areas of in-service need. District administrators have the opportunity to attend principals in-service on special education issues three times per year. Regional training opportunities are also presented to district staff and administrators on a regular basis.

All new staff hired by member districts participate in training specific to new staff.

SNWSEC staff is also available to the districts to present in-services at the local level on a wide range of topics

### **Paraprofessional Training Before or Immediately upon Employment**

Paraprofessionals should possess skills to begin meeting the needs of students with whom they will work. Such skills include: knowledge of emergency procedures, building orientation, roles and responsibilities, confidentiality, vulnerability, and reportability. SNWSEC offers to districts, new paraprofessional staff training at least annually which address these core competencies.

### **Annual Paraprofessional Training**

SNWSEC provides opportunities to enable district paraprofessionals to continue to further develop the knowledge and skills, such as understanding disabilities, following lesson plans, and implementing follow-up instructional procedures and activities, and behavioral strategies necessary to work with students with disabilities.

## **9.02 Comprehensive System of Personnel Development (CSPD) Plan**

### **9.02.01 Plan Content**

#### **Legal Citations**

The personnel development system under this part must:

1. Be consistent with the comprehensive system of personnel development required under Part B of the Act
2. Provide for preservice and inservice training to be conducted on an interdisciplinary basis, to the extent appropriate;
3. Provide for the training of a variety of personnel needs to meet the requirements of this part, public and private providers, primary referral sources, paraprofessionals, and persons who will serve as service coordinators; and
4. Ensure that the training provided related specifically to:
  - a. Understanding the basic components of early intervention services available in the State;
  - b. Meeting the interrelated social or emotional, health, developmental, and educational needs of eligible children under this part; and
  - c. Assisting families in enhancing the development of their children, and in participating fully in the development and implementation of IFSPs.

*34 C.F.R. § 303.360(b)*

### **9.02.02 Content and Nature of CSPD Training**

#### **Legal Citations**

A personnel development system under this part may include:

1. Implementing innovative strategies and activities for the recruitment and retention of early intervention service providers;

2. Promoting the preparation of early intervention providers who are fully and appropriately qualified to provide early intervention services under this part;
3. Training personnel to work in rural and inner-city areas; and
4. Training personnel to coordinate transition services for infants and toddlers with disabilities from an early intervention program under this part to a preschool program under Part B of the Act or to other preschool or appropriate services.

*34 C.F.R. 303.360(c)*

## **9.03 Personnel Preparation and Continuing Education**

### **9.03.01 Improvement Strategies**

#### **Legal Citations**

#### **Preparation of General and Special Education Personnel**

The advisory staff development committee must adopt a staff development plan for improving student achievement. 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 achievement of the following goals:

1. improve student achievement of state and local education standards in all areas of the curriculum by using best practices methods;
2. effectively meet the needs of a diverse student population, including at-risk children, children with disabilities, and gifted children, within the regular classroom and other settings;
3. provide an inclusive curriculum for a racially, ethnically, 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; and
6. provide teachers and other members of site-based management teams with appropriate management and financial management skills.

*Minn. Stat. 122A.60, subd. 3*

The plan must include the staff development outcomes under subdivision 3, the means to achieve the outcomes, and procedures for evaluating progress at each school site toward meeting education outcomes.

*Minn. Stat. 122A.60, subd. 2*

#### **Preparation in the Area of Early Intervention**

Policy describing the district's procedures for implementing the use of conditional interventions with pupils. Policies must be reviewed regularly and shall include, at a minimum, the following components:

1. ongoing personnel development activities for all staff, contracted personnel, and volunteers who work with pupils who are disabled that:
  - a. promote the use of positive approaches;
  - b. provide an awareness of how to limit the use of aversive and deprivation procedures;
  - c. provide an awareness of how to avoid abuse of such procedures;
  - d. provide an awareness of specific cautions for the use of conditional procedures with specific populations of pupils or for the use of certain procedures; and
  - e. provide staff training requirements for the design and use of all conditional interventions prior to their use.

*Minn. R. 3525.1100, subp. 2(F)(1)*

### **Training in Data Privacy Policy and Procedures**

All persons collecting or using personally identifiable information must receive training or instruction regarding the State's policies and procedures.

*C.F.R. 300.623(c)*