

# Urban pathways K-5 College Charter School

## Board of Trustees Policy

### SPECIAL EDUCATION PERSONNEL TRAINING POLICY

The Board of Trustees directs that the CEO or his/her designee shall ensure that in-service training appropriately and adequately prepares and trains Urban pathways K-5 College Charter School ("Charter School") personnel to address the special knowledge, skills and abilities to serve the unique needs of children with disabilities in the Charter School, including those with low incidence disabilities.

Personnel must be fully informed about their responsibilities for implementing applicable state and federal special education laws in the Charter School environment and are provided with technical assistance and training necessary to assist them in this effort.

Training must be a part of the Charter School's Professional Development Plan and Act 48 credits are to be made available to all applicable personnel.

Trainings are to be administered in areas including but not limited to: positive behavior support, reading, free and appropriate public education in the Least Restrictive Environment, Transition, and At/Low Incidence disabilities, confidentiality, Functional Behavioral Assessments, Manifestation Determinations, de-escalation techniques and emergency responses.

Appropriate instructional changes must take place as a result of the trainings.

Personnel should be asked about their training needs on a regular basis.

Pursuant to 22 Pa Code §711.5, instructional paraprofessionals are to receive 20 hours of staff development activities related to their assignment each year. An instructional paraprofessional is a charter school or cyber charter school employee who works under the direction of a certificated staff member to support and assist in providing instructional programs and services to students with disabilities. This support and assistance includes one-on-one or group review of material taught by certificated staff, classroom management and implementation of positive behavior support plans. Services may be provided in a special education class, regular education class or other instructional setting as provided in the student's IEP.

Pursuant to 22 Pa Code §711.5, personal care assistants are to receive 20 hours of staff development activities related to their assignment each school year (the 20 hours of training may include training required by any school-based ACCESS program, if applicable). A personal care assistant provides one-to-one support and assistance to a student, including support and assistance in the use of medical equipment (for example, augmentative communication devices; activities of daily living; and monitoring health and behavior). A personal care assistant may provide support to more than one student, but not at the same time. Personal care assistants shall provide evidence of 20 hours of staff development activities related to their assignment each school year. The 20 hours of training may include training required by the school-based access program.

Pursuant to 22 Pa Code §711.5, educational interpreters are to receive 20 hours of staff development activities relating to interpreting or transliterating services annually. An educational interpreter is an individual who provides students who are deaf or hard of hearing with interpreting or transliterating services in an educational setting. To serve as an educational interpreter at a charter school or cyber charter school, consistent with the Sign Language Interpreter/Transliterator State Registration Act.

The CEO or his/her designee is directed to implement procedures necessary to ensure:

- (1) Personnel training needs are addressed;
- (2) General education and special education personnel receive training and professional development;
- (3) Personnel are to have the skills and knowledge necessary to meet the needs of students with disabilities.
- (4) Educational research, materials and technology are to be acquired and disseminated to teachers, administrators, and related services personnel as needed.

Parent Training: Administration is further directed to make training opportunities available to parents or students who require same as part of any IEP and to the extent appropriate under applicable state and federal laws and regulations. Such parent training would be included in the student's IEP as a Related Service.

Administration is directed to maintain appropriate documentation of trainings offered and attendance by all Charter School personnel.

**TO THE EXTENT THAT ANYTHING IN THIS POLICY COULD BE CONSTRUED TO CONFLICT WITH THE SCHOOL'S CHARTER OR APPLICABLE STATE AND/OR FEDERAL LAWS, THE APPLICABLE STATE AND/OR FEDERAL LAWS AND/OR CHARTER CONTROL.**