BP-4131 (a)
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ALL PERSONNEL - STAFF DEVELOPMENT

***Note**: Under state law, staff training is mandated in evaluative techniques, child abuse recognition and reporting, the needs of students with alcohol or drug abuse disabilities, sexual abuse and sexual assault awareness, dating violence and abuse, crisis response, crisis intervention, and suicide awareness and prevention. School Districts must ensure that no less than 50 percent of the total certificated staff employed at a school receives all the training not less than every two years and that all the certificated staff employed at a school receives all the training not less than every four years. AS 14.08.111(12); AS 14.14.090 (11); AS 14.16.020(9). A school district shall provide suicide awareness and prevention training to each teacher, administrator, counselor, and specialist who is employed by the school district to provide services to students. AS 14.30.162. Effective June 30, 2017, a school district shall establish a training program for employees related to sexual abuse and sexual assault awareness and prevention and dating violence and abuse awareness and prevention. AS 14.30.355; AS 14.30.356. Additionally, effective June 30, 2017, a person is not eligible for a teacher certificate unless he or she has completed required training set forth in AS 14.20.020. AS 14.33.127 and 4 AAC 06.177 require that the School Board ensure that a sufficient number of school employees receive periodic training in an approved crisis intervention training program, to meet the needs of the student population. Crisis intervention programs must meet all legal requirements. The Department of Education and Early Development will maintain a list of approved crisis intervention training programs.*

Under federal law, the Every Student Succeeds Act defines professional development to include sustained (not stand-alone, 1-day, or short-term workshops), intensive, collaborative, job-embedded, data-driven, and classroom focused activities that are available to all school staff, including paraprofessionals. Paraprofessional development activities must be evidence-based, if reasonably available. 20 U.S.C. §§ 6601-6614.

The School Board recognizes that a competent well-trained staff is essential to carrying out its goals. Staff development is a necessary, collaborative, continuous and systematic effort to improve district educational programs by involving all employees in activities that improve their skills and broaden their perceptions. Professional development provided to teachers, principals and other instructional leaders should focus on improving teaching, and student learning and achievement.

Professional development shall be developed with educator input and regularly evaluated. If reasonably available, staff development activities shall be evidence-based. Staff should receive training on professional boundaries in accordance with BP/AR 5141.42, *Professional Boundaries for Staff and Students.*

In order to respond directly to the needs of all our students, staff development activities may address such issues as teacher and staff qualifications, content areas, integrating technology into instruction using data to improve student achievement, methodology, student privacy, parent, family and community engagement, interpersonal relations between students and faculty, student learning, growth, development, student welfare and safety, assessments and accommodations, student identification and referral and staff communication, problem solving, and decision making. The Superintendent is responsible for ensuring that all training required by law is provided in a timely fashion to appropriate staff.

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The Superintendent or designee may provide staff with professional development to include opportunities such as the following:

1. Release time and leaves of absence for travel and study.
2. Visits to other classrooms and other schools.
3. Conferences involving outside personnel from the district, state, region or nation.
4. Membership in committees drawing personnel from various sources.
5. Training classes and workshops offered by the district.
6. Further training in institutions of higher learning, including credit courses conducted in or near the district instead of on the college campus, whenever possible.
7. Access to professional literature on education issues.
8. Induction and mentoring programs

Legal References:

UNITED STATES CODE

The Elementary and Secondary Education Act 20U.S.C. §§ 6601-6614, as amended by the Every Student Succeeds Act (P.L. 11495, December 10, 2015)

ALASKA STATUES

14.08.111 Duties (Regional School Boards)
14.14.090 Duties of School Boards
14.18.060 Discrimination in Textbooks and Instructional Materials Prohibited
14.20.020 Requirements, for issuance of certificate; fingerprints
14.20.680 Required Alcohol and Drug Related Disabilities Training
14.30.355 Sexual abuse and sexual assault awareness and prevention
14.30.356 Dating violence and abuse policy, training, awareness, prevention and notices
14.30.362 Suicide awareness and prevention training
47.17.022 Training (child protection)

ALASKA ADMINISTRATIVE CODE

4 AAC 06.530 Guidance and Counseling Services
4 AAC 06.550 Review of Instructional Materials
4 AAC 12.396 Mandatory training requirements
4 AAC 19.060 Evaluation Training
4 AAC 52.260 Personnel Development

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