

## **BP 4131/4231/4313 – ALL PERSONNEL - ~~CERTIFICATED 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 by the district receives all of the training not less than every two years and that all of the certificated staff employed by the district receives all of 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 14.30.362](#). Effective June 30, 2017, a school district shall establish a training program for employees relating 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. Professional development activities should be developed with educator input and regularly evaluated. Professional 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.

(cf. 5131.6 - Alcohol and Other Drugs)

(cf. 5141.41 – Sexual Abuse, Sexual Assault and Dating Violence Awareness and Prevention)

(cf. 5141.42 - Professional Boundaries ~~for~~ of staff and with students)

(cf. 5141.52 – Suicide Prevention)

(cf. 5142.3 – Restraint and Seclusion)

The Superintendent or designee should provide staff with professional development that may 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, county, 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.

(cf. 4116 - Nontenured/Tenured Status)

Legal Reference:

UNITED STATES CODE

*The Elementary and Secondary Education Act, [20 U.S.C. §§ 6601-6614](#), as amended by the Every Student Succeeds Act ([P.L. 114-95](#))*

ALASKA STATUTES

[14.08.111](#) Duties (Regional School Boards)

[14.14.090](#) Duties of school boards

[14.16.020](#) Operation of state boarding schools

[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 12.397](#) Mandatory training requirements

[4 AAC 19.060](#) Evaluation Training

[4 AAC 52.260](#) Personnel Development

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**AASB POLICY REFERENCE MANUAL**

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