

Personnel

CERTIFICATED STAFF DEVELOPMENT (Certificated Personnel)

BP 4131 (a)

Note: Under state law, Staff training is mandated in evaluative techniques, child abuse recognition and reporting, and 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. AS 14.20.680 mandates staff training on the needs of individual students who have alcohol or drug related disabilities within 45 days of first day of employment.

Note: For districts receiving Title I funds, Section 1119 of the No Child Left Behind Act of 2001 requires that all teachers hired on or after the first day of the 2002-03 school year to teach in a program supported by Title I funds must be "highly qualified." The law also requires that all teachers teaching core academic subjects within the state must be "highly qualified" by the end of the 2005-06 school year. "Core academic subjects" are defined as including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history and geography. Each district receiving Title I funds is required to develop a plan to ensure that all of its teachers are highly qualified by the end of the 2005-06 school year. Section 1119 further authorized any district receiving Title I funds to utilize 5-10 percent of Title I funds for fiscal years 2002 and 2003, and at least 5 percent of each subsequent year, for professional development activities to ensure teachers become highly qualified by 2005-06.

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

Personnel

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BP 4131 (b)

~~achievement. In compliance with federal and state law, the Superintendent is to develop a plan to ensure that all teachers of core academic subjects be highly qualified by the end of the 2005-2006 school year. Staff development is a necessary, 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 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, and development, student welfare and safety, assessments and accommodations, student identification and referral, and staff communication, problem solving and decision making. The Superintendent or designee 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. 5141.4 - Child Abuse and Neglect (Reporting Procedures))

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

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

(cf. 5141.52 – Suicide Prevention)

(cf. 5142.3 – Restraint and Seclusion)

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

1. Released 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; and
8. Induction and mentoring programs.

(cf. 4116 - Nontenured/Tenured Status)

~~Obtaining credits to meet certification requirements is an employee's own responsibility; however, the district administration may assist individuals with making arrangements for earning credit.~~

Personnel

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BP 4131 (c)

Legal References:

ALASKA STATUTES

14.08.111 Duties (Regional School Boards)

14.14.090 Additional Duties

14.16.020 Operations 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

UNITED STATES CODE

~~Section 1119 of the No Child Left Behind Act of 2001, P.L. 107-110~~

The Elementary and Secondary Education Act, 20 U.S.C. §§ 6601-6614, as amended by the Every Student Succeeds Act (P.L. 114-95 (December 10, 2015))

Adopted 6/01

Revised 05/03

Revised /22