

DRAFT UPDATE

General Personnel

Staff Development Program

The Superintendent or designee shall implement a staff development program. The goal of such program shall be to update and improve the skills and knowledge of staff members in order to achieve and maintain a high level of job performance and satisfaction. Additionally, the development program for licensed staff members shall be designed to effectuate the District and School Improvement Plans so that student learning objectives meet or exceed goals established by the District and State.

The staff development program shall provide, at a minimum, at least once every 2 years, the in-service training of licensed school personnel and administrators on current best practices regarding the identification and treatment of attention deficit disorder and attention deficit hyperactivity disorder, the application of non-aversive behavioral interventions in the school environment, and the use of psychotropic or psychostimulant medication for school-age children.

The staff development program shall provide, at a minimum, once every 2 years, the in-service training of all District staff on educator ethics, teacher-student conduct, and school employee-student conduct.

In addition, the staff development program shall include each of the following:

1. At least, once every 2 years, training of all District staff by a person with expertise on anaphylactic reactions and management.
2. At least every 2 years, an in-service to train school personnel, at a minimum, to understand, provide information and referrals, and address issues pertaining to youth who are parents, expectant parents, or victims of domestic or sexual violence.
3. Training that, at a minimum, provides District staff with a basic knowledge of matters relating to acquired immunodeficiency syndrome (AIDS) and the availability of appropriate sources of counseling and referral.
4. Training for school personnel who work with students in grades 7 through 12 to identify the warning signs of mental illness and suicidal behavior in adolescents and teens along with appropriate intervention and referral techniques.
5. Abused and Neglected Child Reporting Act (ANCRA), School Code, and *Erin's Law* Training as follows:
 - a. Staff development for local school site personnel who work with students in grades kindergarten through 8, in the detection, reporting and prevention of child abuse and neglect (see policy 5:90, *Abused and Neglected Child Reporting*).
 - b. Within one year of employment, each staff member must complete mandated reporter training from a provider or agency with expertise in recognizing and reporting child abuse. Mandated reporter training must be completed again at least every 5 years (see policy 5:90, *Abused and Neglected Child Reporting*).
 - c. Informing educators about the recommendation in the *Erin's Law* Taskforce Report requesting them to attend continuing professional development programs that address the prevention and identification of child sexual abuse (see policy 5:90, *Abused and Neglected Child Reporting*).
6. Education for staff instructing students in grades 7 through 12, concerning teen dating violence as recommended by the District's Nondiscrimination Coordinator, Building Principal, Assistant Building Principal, Dean of Students or Complaint Manager.

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7. Ongoing professional development for teachers, administrators, school resource officers, and staff regarding the adverse consequences of school exclusion and justice-system involvement, effective classroom management strategies, culturally responsive discipline, and developmentally appropriate disciplinary methods that promote positive and healthy school climates.
8. Annual continuing education and/or training opportunities (*professional standards*) for school nutrition program directors, managers, and staff. Each school food authority's director shall document compliance with this requirement by the end of each school year and maintain documentation for a three year period.
9. All high school coaching personnel, including the head and assistant coaches, and athletic directors must obtain online concussion certification by completing online concussion awareness training in accordance with 105 ILCS 25/1.15. Coaching personnel and athletic directors hired before 8-18-2014 must be certified by 8-19-2015; if hired on or after 8-19-2014, they must be certified before their position's start date.
10. The following individuals must complete concussion training as specified in the Youth Sports Concussion Safety Act: coaches and assistant coaches (whether volunteer or employee) of an interscholastic athletic activity; nurses serving on the Concussion Oversight Team; athletic trainers; game officials of an interscholastic athletic activity; and physicians serving on the Concussion Oversight Team. Individuals covered by this training mandate ~~were to~~must initially complete the training by 9-1-2016.

~~10.11~~ Every two years, school personnel who work with students must complete an in-person or online training program on the management of asthma, the prevention of asthma symptoms, and emergency response in the school setting.

The Superintendent shall develop protocols for administering youth suicide awareness and prevention education to staff consistent with Board policy 7:290, *Suicide and Depression Awareness and Prevention*.

Also, please refer to the following current agreement:

Collective Bargaining Agreement between Urbana Education Association (Educational Support Professionals), IEA-NEA and Urbana School District #116 Board of Education.

Board Credit – Certified Staff

The Board of Education of Urbana School District #116 recognizes that teachers and administrators play a key role as leaders and facilitators of the learning process within the schools and district.

Therefore, the Board of Education encourages the professional growth of certified staff members by allowing advancement on the salary schedule.

In supporting staff development, the Board allows for Board credit courses which facilitate quality instruction in the classroom in order to enhance student achievement. The Board also allows opportunity for staff to serve as instructors in such courses.

The Board encourages programs and in-service which support the achievement of the district's strategic plan and are in alignment with the district's beliefs, mission, strategic policies, objectives, strategies, and action plans.

The Urbana district staff development activities are based on five major areas of emphasis identified by means of a district staff development needs assessment:

1. Research-Based Instruction - the identification and application of research practices to improve classroom instruction and professional competence at all levels, in all areas of responsibility.
2. Meeting the Needs of Students - identifying and implementing programs to meet varied educational needs.

Commented [APowell]:

105 ILCS 5/22-30(j-15), amended by P.A. 99-843. Consult the board attorney about whether:

a. All asthma action plans should require immediate 911 calls based upon In re: Estate of Jeffery Stewart, 2016 IL App (2d) 151117, No. 2-15-1117 (8-24-16). The court held that a teacher's failure to dial 911 immediately upon a student's asthma attack was *willful and wanton* conduct, subjecting the school district to liability under the Local Governmental Employees Tort Immunity Act.

b. The duties and responsibilities of the district when it asks for, but does not receive an asthma action plan from a parent/guardian and the logistics of distributing any received plans to those employees who need to know based upon Stewart, above.

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3. Addressing Curriculum Content Areas - identifying and implementing the best delivery system practices in content areas (e.g., programs to improve instruction in subject areas, or specific instructional practice such as teaming, or professional practice related to support and service areas).
4. Applying Technology - applying the most useful technology to enhance student learning and employee effectiveness (e.g., email, internet, student data management software, and other teaching tools and technology).
5. Addressing Employee Professional Growth - identifying programs and activities which meet specific problems/interests identified by staff as areas which will enhance employee performance.

Board Credit

Board Credit earned by participation in courses established and/or approved by the Superintendent or designee can be used for horizontal movement on the salary schedule.

Board Credit will be recognized on the certified teacher salary schedule. Teachers who have earned a Bachelor's Degree may accumulate up to 15 approved academic and Board Credits for horizontal advancement on the salary schedule. Once a Master's degree is completed, teachers may use combinations of approved Academic Credit, and/or Board Credit, to apply towards horizontal movement on the salary schedule. All credit determinations will comply with the existing Professional Negotiated Agreement.

The Board of Education directs the Superintendent of Schools or his designee to develop administrative guidelines to implement this policy.

Payment of Back Wages

Payment of back wages for any compensation owed to employees due to: 1) Board or Administration's failure to timely award horizontal salary schedule movement or other educational credit after being provided with timely evidence of same; or 2) Board or Administration's failure to timely award previous vertical salary schedule experience credit after being provided with timely evidence of same shall be limited to the beginning of the school year in which the error is discovered.

An employee's failure to timely submit evidence of horizontal salary schedule movement or other educational credit or failure to timely submit evidence of previous vertical salary schedule experience credit shall not preclude the employee from being award horizontal or vertical movement; however the movement will occur at the beginning of the subsequent school year without entitling the employee to back pay.

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LEGAL REF.: 105 ILCS 5/2-3.62, 5/10-22.6(c-5), 5/10-22.39, 5/22-80(h), 5/10-23.12, 5/24-5, 25/1.15 and 110/3.
325 ILCS 5/4, Abused and Neglected Child Reporting Act.
745 ILCS 49/, Good Samaritan Act.
7 C.F.R. Part 210.
23 Ill.Admin.Code Part 525.

CROSS REF.: 3:40 (Superintendent), 3:50 (Administrative Personnel Other Than the Superintendent), 4:160 (Environmental Quality of Buildings and Grounds), 5:20 (Workplace Harassment Prohibited), 5:90 (Abused and Neglected Child Reporting), 5:120 (Ethics and Conduct), 5:250 (Leaves of Absence), 6:15 (School Accountability), 6:20 (School Year Calendar and Day), 6:160 (English Learners), 7:20 (Harassment of Students Prohibited), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:185 (Teen Dating Violence Prohibited), [7:270 \(Administering Medicines to Students\)](#), 7:285 (Food Allergy Management Program), 7:290 (Suicide and Depression Awareness and Prevention), 7:305 (Student Athlete Concussions and Head Injuries)

ADOPTEED: [January 19, 2016](#)