



Sen. James A. DeLeo

**Filed: 2/26/2010**

09600SB3111sam001

LRB096 20341 NHT 37723 a

1 AMENDMENT TO SENATE BILL 3111

2 AMENDMENT NO. \_\_\_\_\_. Amend Senate Bill 3111 by replacing  
3 everything after the enacting clause with the following:

4 "Section 5. The School Code is amended by changing Section  
5 14-9.01 as follows:

6 (105 ILCS 5/14-9.01) (from Ch. 122, par. 14-9.01)

7 Sec. 14-9.01. Qualifications of teachers, other  
8 professional personnel and necessary workers. No person shall  
9 be employed to teach any class or program authorized by this  
10 Article who does not hold a valid teacher's certificate as  
11 provided by law and unless he has had such special training as  
12 the State Board of Education may require. No special  
13 certificate or endorsement to a special certificate issued  
14 under Section 21-4 on or after July 1, 1994, shall be valid for  
15 teaching students with visual disabilities unless the person to  
16 whom the certificate or endorsement is issued has attained

1 satisfactory performance on an examination that is designed to  
2 assess competency in Braille reading and writing skills  
3 according to standards that the State Board of Education may  
4 adopt. Evidence of successfully completing the examination of  
5 Braille reading and writing skills must be submitted to the  
6 State Board of Education prior to an applicant's examination of  
7 the subject matter knowledge test required under Section 21-1a.  
8 Beginning July 1, 1995, in addition to other requirements, a  
9 candidate for a teaching certification in the area of the deaf  
10 and hard of hearing granted by the Illinois State Board of  
11 Education for teaching deaf and hard of hearing students in  
12 grades pre-school through grade 12 must demonstrate a minimum  
13 proficiency in sign language as determined by the Illinois  
14 State Board of Education. All other professional personnel  
15 employed in any class, service, or program authorized by this  
16 Article shall hold such certificates and shall have had such  
17 special training as the State Board of Education may require;  
18 provided that in a school district organized under Article 34,  
19 the school district may employ speech and language pathologists  
20 who are licensed under the Illinois Speech-Language Pathology  
21 and Audiology Practice Act but who do not hold a certificate  
22 issued under the School Code if the district certifies that a  
23 chronic shortage of certified personnel exists. Nothing  
24 contained in this Act prohibits the school board from employing  
25 necessary workers to assist the teacher with the special  
26 educational facilities, except that all such necessary workers

1 must have had such training as the State Board of Education may  
2 require. The training for special education teacher assistants  
3 must include, without limitation, the following:

4 (1) Training on the legal requirements of the  
5 individualized education program (IEP), including access  
6 to general education curriculum and access to general  
7 education classrooms for students who receive special  
8 education services. This should include (i) the importance  
9 of confidentiality, (ii) the legal requirements for  
10 individuals who are working within a school system, (iii)  
11 the appropriate and least restrictive settings for  
12 children with disabilities, (iv) the parents' rights under  
13 the federal Individuals with Disabilities Education Act in  
14 defining the IEP agreement in collaboration with the school  
15 system, and (v) understanding that developmentally  
16 informed goals, objectives, and methods are the standard  
17 for an appropriate education.

18 (2) Training on specific disabilities and the  
19 potential impact these disabilities may have on a student's  
20 ability to access the various components of their  
21 education. This should include understanding children's  
22 individual differences, beyond their diagnoses, regarding  
23 their physical needs, academic needs, communication needs,  
24 functional needs, health needs, developmentally  
25 appropriate needs, social and emotional needs, and  
26 cognitive needs and those specific disabilities. This

1       training should be individualized for the teacher  
2       assistant, according to their duties and students. It  
3       should also include specific elements of instruction  
4       related to the individual students to which that assistant  
5       is assigned, and those students' needs, including the level  
6       of family support with homework and other school chores.

7       (3) Training on specific curriculum needs and how that  
8       curriculum might be modified for individual students. The  
9       training should include an understanding of the difference  
10      between accommodations that are specific to the needs of  
11      students and modifications of the curriculum should be part  
12      of that training. The training should provide assistants  
13      with information and strategies on how to make those  
14      modifications so that they are appropriate for the student  
15      and meet the requirements of the teacher. Having a general  
16      knowledge about the various types and formats of making  
17      modifications is important to the success of that  
18      assistant, and ultimately their students.

19      (4) Training on specific specialized competencies and  
20      strategies that might be used with an individual student,  
21      according to that student's needs. This training on  
22      competencies and strategies should be specific to the  
23      students with whom that assistant is assigned, and their  
24      specialized needs. These strategies might be  
25      implementation of academic materials and programs, social  
26      and emotional strategies, behavior and developmentally

1 appropriate strategies, or physical strategies. This  
2 training should provide an emphasis on the need for  
3 students to learn to solve academic, social, and emotional  
4 problems, to learn to focus and be calm and attentive, to  
5 communicate, and to do independent work and routines and  
6 the importance of teaching students with disabilities  
7 independence.

8 (5) Training on the medical needs of students as  
9 needed. This might include training on the feeding,  
10 positioning, lifting, and care of body needs for specific  
11 students.

12 (6) Training on the elements of data collection and how  
13 it is used within the individualized education program  
14 process to document progress. Teacher assistants are often  
15 a part of the daily contact with students and are asked to  
16 provide feedback and information on progress that might be  
17 connected to individualized education program goals. The  
18 training on effective data collection is important for  
19 teacher assistants to understand. This training should  
20 include specific information related to the needs of the  
21 students to which that assistant is assigned to teach.

22 (7) Training on collaboration and how the teaming  
23 process and how working within a team including parents and  
24 other professionals create success for the student. This  
25 training should include specific information on how the  
26 team functions and the expectations and roles that are

1 defined for each individual assistant. This training  
2 should include discussion on family communication goals  
3 and the roles each team member has in fostering positive  
4 communication.

5 (8) Training regarding collaborative practices with  
6 parents that involve parents directly in making choices  
7 that affect their child within the school or educational  
8 environment.

9 (9) Training on developmentally appropriate  
10 competencies and strategies that recognize and understand  
11 the functions of behavior. Teacher assistants should  
12 become familiar with basic concepts related to emotion and  
13 behavior, in regards to the child they will assist and in  
14 regards to their own emotions and behaviors that can assist  
15 the specific child better. This training should include  
16 specific information on the functional analysis of  
17 emotions and behaviors and the specific strategies used for  
18 the students with whom they work. Some commonly used  
19 classroom management strategies and how to anticipate,  
20 prevent, address, and redirect student non-compliance  
21 should be part of this training.

22 No later than January 1, 1993, the State Board of Education  
23 shall develop, in consultation with the Advisory Council on the  
24 Education of Children with Disabilities and the Advisory  
25 Council on Bilingual Education, rules governing the  
26 qualifications for certification of teachers and school

1 service personnel providing services to limited English  
2 proficient students receiving special education and related  
3 services.

4 The employment of any teacher in a special education  
5 program provided for in Sections 14-1.01 to 14-14.01,  
6 inclusive, shall be subject to the provisions of Sections 24-11  
7 to 24-16, inclusive. Any teacher employed in a special  
8 education program, prior to the effective date of this  
9 amendatory Act of 1987, in which 2 or more districts  
10 participate shall enter upon contractual continued service in  
11 each of the participating districts subject to the provisions  
12 of Sections 24-11 to 24-16, inclusive.

13 (Source: P.A. 92-651, eff. 7-11-02.)

14 Section 99. Effective date. This Act takes effect upon  
15 becoming law."