



Sen. James A. DeLeo

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09600SB3111sam002

LRB096 20341 NHT 38460 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. If and only if Senate Bill 3000 of the 96th  
5 General Assembly becomes law, the School Code is amended by  
6 changing Section 14-9.01 as follows:

7 (105 ILCS 5/14-9.01) (from Ch. 122, par. 14-9.01)

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

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

1 educational facilities, except that all such necessary workers  
2 must have had such training as the State Board of Education may  
3 require. The Instructional Mandates Task Force shall give  
4 special consideration to the training requirements for special  
5 education teacher assistants. The Task Force's final report  
6 shall include an analysis on the merits of requiring more  
7 comprehensive training, which may include the following:

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

22       (2) Training on specific disabilities and the  
23 potential impact these disabilities may have on a student's  
24 ability to access the various components of their  
25 education. This should include understanding children's  
26 individual differences, beyond their diagnoses, regarding

1 their physical needs, academic needs, communication needs,  
2 functional needs, health needs, developmentally  
3 appropriate needs, social and emotional needs, and  
4 cognitive needs and those specific disabilities. This  
5 training should be individualized for the teacher  
6 assistant, according to their duties and students. It  
7 should also include specific elements of instruction  
8 related to the individual students to which that assistant  
9 is assigned, and those students' needs, including the level  
10 of family support with homework and other school chores.

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

23 (4) Training on specific specialized competencies and  
24 strategies that might be used with an individual student,  
25 according to that student's needs. This training on  
26 competencies and strategies should be specific to the

1 students with whom that assistant is assigned, and their  
2 specialized needs. These strategies might be  
3 implementation of academic materials and programs, social  
4 and emotional strategies, behavior and developmentally  
5 appropriate strategies, or physical strategies. This  
6 training should provide an emphasis on the need for  
7 students to learn to solve academic, social, and emotional  
8 problems, to learn to focus and be calm and attentive, to  
9 communicate, and to do independent work and routines and  
10 the importance of teaching students with disabilities  
11 independence.

12 (5) Training on the medical needs of students as  
13 needed. This might include training on the feeding,  
14 positioning, lifting, and care of body needs for specific  
15 students.

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

26 (7) Training on collaboration and how the teaming

1 process and how working within a team including parents and  
2 other professionals create success for the student. This  
3 training should include specific information on how the  
4 team functions and the expectations and roles that are  
5 defined for each individual assistant. This training  
6 should include discussion on family communication goals  
7 and the roles each team member has in fostering positive  
8 communication.

9 (8) Training regarding collaborative practices with  
10 parents that involve parents directly in making choices  
11 that affect their child within the school or educational  
12 environment.

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

26 No later than January 1, 1993, the State Board of Education

1 shall develop, in consultation with the Advisory Council on the  
2 Education of Children with Disabilities and the Advisory  
3 Council on Bilingual Education, rules governing the  
4 qualifications for certification of teachers and school  
5 service personnel providing services to limited English  
6 proficient students receiving special education and related  
7 services.

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

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

18 Section 99. Effective date. This Act takes effect upon  
19 becoming law."