

# SPECIAL EDUCATION PERSONNEL

## Data Collection and Approval Instructions

--- 2018-19 School Year ---  
(~~September, 2018~~ Revised March 2019)

### For use with I-Star

This is a compilation of procedures and instructions,  
supported by rules and regulations, to assist local  
education agencies in reporting and approving  
special education personnel

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# **SPECIAL EDUCATION PERSONNEL Data Collection and Approval**

## **2018-19 School Year**

### **OVERVIEW**

Public Act 100-0465, also known as the Evidence-Based Funding (EBF) for Student Success Act, became law on August 31, 2017. As a result, specific state reimbursement for special education personnel will now be made through EBF. As in previous years, the Illinois State Board of Education (ISBE) is required to collect full-time equivalency (FTE) information for all staff employed or contracted to provide special education and related services to students with disabilities ages 3-21 under the authority of the Individuals with Disabilities Education Act (IDEA), Section 618.

The IEP Student Tracking and Reporting System (I-Star) is a web-based system used by ISBE that allows districts/special education cooperatives to input, manage and approve special education personnel data. This document provides technical instructions for reporting the data. All personnel data must be reported regardless of the amount of time and effort spent in special education programs.

If special education personnel work part of their time with students with disabilities and part of their time with students without disabilities, report only the proportion of FTE staff work specifically with students with disabilities who receive special education and related services.

The employing cooperative/school district, is the entity responsible for reporting accurate data concerning personnel who are employed, to work in the areas of special education and related services.

### **DATA COLLECTION REPORTING DEADLINE**

Special Education Personnel Approval data must be reported using I-Star system. The reporting due date for the 2018-19 school year is **August 15, 2019**.

### **QUESTIONS AND TECHNICAL SUPPORT**

Questions pertaining to personnel approval should be directed to:

Illinois State Board of Education  
[Larry Wilson](mailto:Larry.Wilson@isbe.net) [Scott Norton](mailto:Scott.Norton@isbe.net) [lwilson@isbe.net](mailto:lwilson@isbe.net) [snorton@isbe.net](mailto:snorton@isbe.net)  
Phone: 217/782-5256/557-8226  
Fax: 217/782-3910/0372

Questions pertaining to the operation of I-Star should be directed to:

Harrisburg Project [support@hbug.k12.il.us](mailto:support@hbug.k12.il.us)  
Phone: (800) 635-5274  
Fax: (618) 252-0704

## SPECIFIC INSTRUCTIONS

### Purpose

The purpose of this data collection is to obtain the number of full-time equivalent (FTE) for:

1. Special Education Teachers
2. Special Education Paraprofessionals employed or contracted to work with students with disabilities (under the authority of IDEA) ages 3 through 5 and 6 through 21.
3. Special Education Related Services providers employed or contracted to provide related services for students with disabilities (IDEA) who are ages 3 through 21.

Note: Administrative and Supervisory staff will be reported to ISBE via I-Star; however, these categories are not part of the data collection reported to the U.S. Department of Education (ED).

### General Guidance

#### **What data is reported to the Department of Education?**

Data pertaining to Special Education Teachers, Special Education Paraprofessionals and Special Education Related Services personnel employed on or before **December 1** of the current school year, should be reported.

#### **Which Special Education Teachers, Special Education Paraprofessionals, and Special Education Related Services Personnel be reported in this data collection?**

Special Education Teachers, Special Education, Paraprofessionals and Related Services Personnel providing services to students with disabilities ages 3 through 21 regardless of funding source, should be included.

#### **How is staff FTE information reported?**

Report only the percentage of time that the employee works specifically with students with disabilities.

(Example 1) A Special Education Paraprofessional who works three hours of a six hour school day or 50 percent of the time with students with disabilities, would be counted as 0.5 FTE.

(Example 2) A Special Education Paraprofessional who works 4 hours of a 6 hour school day or 67 percent of the time would be counted as 0.7 FTE.

#### **How should the FTE of Special Education Teachers, Special Education Related Services providers and Special Education Paraprofessionals who work with both students with disabilities and their non-disabled peers be reported?**

Only report the portion of the FTE that staff work specifically with students with disabilities who are receiving special education related services.

## **Special Education Teachers**

Special Education Teachers are teachers contracted or employed to provide special education to students with disabilities ages 3 through 21. This includes preschool teachers, itinerant/consulting teachers and home hospital teachers.

## **Special Education Related Service Providers**

The following are types of special education related services personnel categories.

- 1. Audiologists** -Responsible for the following services to students with disabilities.
  - Identify students with hearing loss.
  - Determine the range, nature and degrees of hearing loss, including referral for medical or other professional attention for the habilitation of hearing.
  - Provide habilitative activities, such as language habilitation, auditory training, speech reading (lip reading), hearing evaluation and speech conservation.
  - Create and administer programs for prevention of hearing loss.
  - Provide Counseling and guidance for students, parents and teachers regarding hearing loss.
  - Determine the student's needs, (for group and individual amplification), select and fit an appropriate aid, and evaluate the effectiveness of amplification.
  
- 2. Speech-language pathologists** - Responsible for the following services to students with disabilities.
  - Identify students with speech or language impairments.
  - Diagnose and appraise specific speech or language impairments.
  - Make referrals for medical or other professional attention, necessary for the habilitation of speech and language impairments.
  - Provide speech and language services for the habilitation or prevention of communicative impairments.
  - Provide counseling and guidance for parents, students and teachers, regarding speech and language impairments.
  
- 3. Interpreters** - Responsible for services to students who are deaf and hard of hearing, including :
  - Oral transliteration services.
  - Cued language transliteration services.
  - Sign language interpreting services.
  
- 4. Psychologists** - Responsible for the following services to students with disabilities or evaluations for special education eligibility.
  - Administer psychological and educational test and other assessment procedures.
  - Interpret assessment results.
  - Obtain, integrating and interpreting information about student's behavior and conditions related to learning.

- Consult with other staff members in planning school programs to meet the special needs of students as indicated by psychological test, interviews, direct observations and behavioral evaluations.
  - Plan and manage a program of psychological services, including psychological counseling for students and parents.
  - Assist in developing positive behavioral intervention strategies.
- 5. Occupational Therapists** - Responsible for the following services to students with disabilities.
- Develop, Improve or restore functions impaired or lost through illness, injury or deprivation.
  - Improve ability to perform tasks for independent functioning if functions are impaired or lost.
  - Prevent, through early intervention, initial or further impairment or loss of function.
- 6. Physical Therapists**- Responsible for the following services to students with disabilities.
- Screen, evaluate and assess students to identify movement dysfunction.
  - Obtain, interpret and integrate information appropriate to program planning to prevent, alleviate or compensate for movement dysfunction and related functional problems.
  - Provide individual and group services or treatment to prevent, alleviate or compensate for movement dysfunctional and related functional problems.
- 7. Physical Education Teachers and Recreation and Therapeutic Recreation Specialists** - provide the following services to students with disabilities.
- Special physical education, adaptive physical education, movement education or motor development to students and youth with disabilities.
  - Assessment of leisure function.
  - Therapeutic recreation services.
  - Recreation programs in schools and community agencies.
  - Leisure education.
- 8. Social Workers** - Responsible for the following services to students with disabilities.
- Prepare a social or developmental history on a student with a disability.
  - Provide group and individual counseling with the student and family.
  - Work in partnership with parents and others on those problems in a student's living situation (home, school and community) that affect the student's adjustment in school.
  - Mobilize school and community resources to enable the student to learn as effectively as possible in his or her educational program.
  - Assist in developing positive behavioral intervention strategies.

- 9. Medical/Nursing Service Staff** - Responsible for medical and nursing services to students with disabilities including:
- Prepare a health evaluation (Medical Review) on a student with a disability.
  - Collaborate with community medical providers and health insurers to enable access to care for the health needs identified during the medical review.
  - Provide medical services for diagnostic and evaluation purposes provided to determine whether a student has a disability and the nature and extent of the special education and related services that the student needs.
  - Provide nursing services which enable a student with a disability to receive FAPE as described in the student's IEP, with the exception of services related to medical devices that are surgically implanted, (e.g., Cochlear implants).
  - Teaching the student to develop self-care and independent living skills in personal health management related to the disability.
- 10. Counselors and Rehabilitation Counselors** - Responsible for the following services to students with disabilities.
- Guide individuals, families, groups and communities by assisting them in problem solving, decision making, discovering meaning and articulating goals related to personal, educational and career development.
  - Provide services in individual or group sessions that focus specifically on career development, employment preparation, achievement of independence and integration in the workplace and community.
  - Provide vocational rehabilitation services to a student with disabilities via vocational rehabilitation programs funded under the Rehabilitation Act of 1973, as amended.
- 11. Orientation and Mobility Specialists** - Responsible for the following services to students with disabilities.
- Provide services to blind or visually impaired students by qualified personnel to enable those students to attain systematic orientation to the safe movement within their environments in school, home and community.
  - Teach students the following as appropriate:
    - Spatial and environmental concepts and use information received by the senses (such as sound, temperature and vibrations) to establish, maintain, or regain orientation and line of travel (e.g., using sound at a traffic light to cross a street).
    - Use of the long cane or a service animal to supplement visual travel skills or as a tool for safely negotiating the environment for students with no available travel vision.
    - To understand and use remaining vision and distance low vision aids and other concepts and tools.

### **Special Education Paraprofessionals**

Special education paraprofessionals are employees who provide instructional support, to students with disabilities including those who:

1. Provide one on one tutoring if such tutoring is scheduled at a time when a student would not otherwise receive instruction from a teacher.

2. Assist with classroom management, such as organizing instructional and other materials.
3. Provide instructional assistance in a computer laboratory.
4. Conduct parental involvement activities.
5. Provide support in a library or media center.
6. Act as a translator.
7. Provide instructional support services under the direct supervision of a teacher.

### **Special Education Administrators and Supervisors**

**Note:** Special Education Directors, Assistant Directors and Supervisory staff are not reported as part of the December 1 personnel data collection; however, districts and cooperatives must still report these work assignments as the information is needed for other purposes, such as filling out program cost sheets for student claims.

### **I-STAR GENERAL INFORMATION**

I-Star allows districts/special education cooperatives to input, manage and approve special education personnel data.

**The Harrisburg Project** staff provide technical assistance for reporting data using I-Star. Questions may be directed to the Harrisburg Project at 1-800-635-5274 or via email at [support@hbug.k12.il.us](mailto:support@hbug.k12.il.us).

### **Additions**

Log into your IWAS account and access the I-Star system to add employees who provide special education and related services for any part of the 2018-19 regular school term. Enter the seven-digit Illinois Educator Identification Number (IEIN) in the search field for the staff being reported and click on the “Search” button. Add all required information by selecting “work assignment and FTE” information from the appropriate drop downs, for each work assignment.”

**Note:** Always save additions or updated information before exiting the I-Star system.

### **Changes**

Check to be certain that data entered is complete and accurate. Make any necessary changes or updates according to the I-Star edit instructions, which can be accessed at <http://www.hbug.k12.il.us/IstarUserguide/index.htm>. Once the record has been updated, you must save the information.

### **Deletions**

Individuals already listed in I-Star, but who were not employed by the special education cooperative/school district for any days during the 2018-19 regular school term, should be removed from the cooperative/district record in I-Star by using the delete option. Do not delete any individuals employed during the 2018-19 regular term, regardless of the number of days worked.



## **EDUCATOR LICENSURE INFORMATION SYSTEM LICENSING - GENERAL INFORMATION**

### **Illinois Educator Identification Number**

All personnel to be reported for approval must have an IEIN number. The IEIN number is the identifying number for all staff and is assigned by the ISBE's Educator Effectiveness Division to each individual's file. IEIN numbers issued after December 2013 are seven-digit numbers. If an IEIN number has fewer than seven-digits, I-Star will automatically add sufficient zeroes before the IEIN number, to meet the seven-digit requirement.

### **Educator Licensure Information System**

ELIS may be accessed at <https://sec3.isbe.net/IWASNET/login.aspx>

Staff employed in work assignments in which credentials are not issued by the Educator Effectiveness Division, must obtain an IEIN number in ELIS and provide the number to the employing district in order to be added to the Personnel Approval/Data Collections file. **ELIS** allows educators and district administrator's access to licensure data on file at ISBE.

District administrators can view licensure data regarding educators who have been issued credentials or who have credentials pending. Educators can create private accounts and have access to all of their data, apply for licenses, endorsements, and approvals, and register and renew their teaching, administrative, paraprofessional and school support licenses. ELIS has an option for the general public to check credentials of individuals employed in Illinois public schools.

### **Obtaining an IEIN number**

An employee who has work assignments in which credentials are not issued by the Educator Effectiveness Division, must obtain an IEIN number in ELIS, so that the employee's information can be reported.

A user who wants to obtain an IEIN number, must begin by accessing the ELIS login page at <https://sec3.isbe.net/IWASNET/login.aspx> and create an ELIS account. The employee should click on the link on the right side of the page titled, "**CLICK HERE FOR FIRST TIME ACCESS TO THE ELIS SYSTEM**". Next, the employee will follow the prompts, and set up a "*log in and password*" as well as enter any appropriate information in required fields. (No fee is necessary to set up an ELIS account nor is it necessary to apply for a credential issued by ISBE.)

### **Registration of Licenses/Approvals**

Educators can register and renew their licenses in the region where they are employed by accessing their personal ELIS account. They can record required professional development activities there as well.

### **License Credentials Not Maintained in ELIS**

Positions in which licensing is required, but credentials are issued by entities outside of the State Board of Education, are granted previous approval in I-Star. Staff in these positions must obtain an IEIN number in ELIS and provide the number to the employing district in order to be added to the Personnel Approval/Data Collections file.

### **Employee Files**

Employee files must be maintained to document licensing and requirements applicable for the work assignment along with the current job description. The employee's responsibilities must reflect activities that are appropriate for the indicated work assignment(s), and must also hold the necessary credentials required for the position described.

## **I-STAR - CODE DESCRIPTIONS AND DEFINITIONS**

### **Special Education Identification Type Codes**

The type code option is no longer available. The-I-Star system will automatically match the appropriate Special Education ID Code: (**A**-Special Education Teacher, **B**- Related Service, **C**-Paraprofessional and **D**- Administrative) and is based on the work assignment(s) selected.

### **Term Codes**

Selecting a term code is no longer necessary. Only "regular school term" staff are to be reported for Personnel Approval/Data Collection purposes. Any staff reported will be counted as regular school term employees.

### **Employed as of 12-1 Check Box**

Districts and special education joint agreements will continue to report staffing and FTE data through the traditional deadline of August 15 each year, but ISBE will report special education data to the ED as of December 1 of each school year.

The district/cooperative will check this box to indicate that the particular staff person being reported was employed on or before December 1 of the current school year.

**Note:** All special education staff (i.e., Teachers, Related Services Staff, Paraprofessionals) as well as Administrative/Supervisory staff (i.e., State Approved Directors, Assistant Directors, Administrators of Special Schools and Special Education Supervisory staff) who work during the current regular school term, should be entered into I-Star even if they were hired after the December 1 date.

## **Work Assignment Codes**

A maximum of three work assignments may be entered for Special Education Personnel. Select the correct work assignment code or codes in work assignment field 1, 2 and or 3 to add or correct an existing work assignment selection. Once the correct work assignment has been selected and FTE information has been added, it is necessary to save the information by clicking on the save button at the bottom of the entry screen. The total FTE for all work assignments combined cannot exceed 1.0 FTE. See the Glossary of Work Assignments at the end of this document for work assignment code information.

## **Work Assignment Status Codes**

Status codes are used by ISBE to indicate the approval status of work assignment(s) that have been entered in I-Star for district/cooperative staff. The status is determined by cross-referencing the employee's IEIN number on file in ELIS with the work assignment entered to make sure the employee has the required credentials for the work assignment.

## **Available Status Codes**

- a. **Qualified** - Indicates the employee possesses the proper credential for the work assignment and is considered "**Qualified**" for data collection purposes.
- b. **Time Specific** - Indicates the individual has a type of credential that expires after a specific amount of time. For data reporting purposes, the staff person is considered "**Qualified**" during the time the credential was valid.
- c. **Not Qualified** - Indicates that the individual does not possess a valid credential for the work assignment entered. Therefore the staff person is not qualified for the position and is reported as "**Not Qualified**" to the ED. +

**Note:** (I-Star generates a warning message indicating the record status is not qualified. This does not however, cause an error and the record will be submitted as "**Not Qualified**" for the position.

- d. **Temporary Approval** - Indicates a temporary approval based on an ELS – Educator License with Stipulations - Provisional Educator credential. For data reporting purposes, the staff person is considered "**Qualified**" during the time the credential was valid.

## **Full Time Equivalency (FTE)**

FTE represents the amount of time a staff person spends in special education service delivery. Using the "**Select FTE**" drop down provided in I-Star, click on the numerical value which best estimates the amount of time spent in the work assignment.

## **Salary Field Information**

Salary information must be entered on the Personnel Approval record if the Program Method of computing days is utilized to calculate inter-district student bills or student claims for state reimbursement. Total salary and benefit amounts will carry to the Program Definition when the personnel record is assigned to a special education program.

Salary fields are not required to be completed if personnel are being reported for approval only.

To add salary information, click on the “**Show Salary Info**” button to reveal the Salary Information/Offsets interface.

**Local Salary and Benefits Less Offsets** – Using whole dollars only, enter the employee’s total net salary and benefits paid from local funds in part or in whole including Medicaid Matching funds after applying state and federal revenue offsets. Include only the salary and benefit cost for regular school days that are in the teacher’s contract. If a stipend is not part of the contractual salary, stipends should not be included in the salary field.

## **Offsets**

**IDEA Discretionary/Flow Through Salary and Benefits** - Enter the portion of the employee’s salary and benefits charged to an IDEA Part B Discretionary or Flow Through grant. The amount entered here should foot directly to the salary and benefit amounts charged to the district/cooperative’s IDEA grant(s).

**IDEA Preschool Salary and Benefits** - Enter the portion of the employee’s salary and benefits charged to an IDEA Part B Preschool grant. The amount entered here should foot directly to the salary and benefit amounts charged to the district/cooperative’s IDEA Preschool grant.

**Orphanage Salary and Benefits** - Enter the portion of the salary and benefits charged for employees who are serving special education orphanage students.

**Other Salary and Benefits** - Enter any other salary or benefits paid from other state or federal funds, (e.g., ESSA Title Grants, Early Childhood, Federal Pre-K Expansion, Regional Safe Schools, Out of State College Grants, etc.) if they have not been reported in other salary fields.

**Evidence Based Funding - Personnel** – Enter the amount of revenue from the Special Education Personnel claim computed for each district/cooperative’s FY 2017 Base Funding Minimum (BFM). An amount of \$9,000 should be entered for each full-time licensed employee and \$3,500 for licensed paraprofessionals and unlicensed positions (i.e. Program Aides) who are employed 180 days. The total BFM revenue entered for all personnel who are allocated on a district/cooperative cost sheet cannot exceed the total Special Education Personnel BFM.

**Note** - Transportation Aides or other Transportation personnel are not part of the personnel data collection therefore salary information is not entered for transportation personnel. These types of services are reported on the annual claim for “Pupil Transportation Reimbursement.”

## GENERAL INFORMATION

### **Adapted Physical Education (PPE)**

Teachers who possess an approval for Adaptive Physical Education (PPE) should be reported on the approval file for the time spent teaching special education students. (For data reporting purposes, this includes teachers working in a blended classroom.)

### **Administrative and Supervisory Staff**

Administrative and supervisory staff to be reported include the following work assignments:

- Directors of Special Education
- Assistant Directors of Special Education
- Administrators of Special Schools
- Supervisor (technical assistance)
- Supervisor (line assistance)

**Note:** Since administrative and supervisory staff are not included in the data collection report submitted by ISBE to the Department of Education. FTE is not reported for work assignments, Supervisor (SUP) or Administrator of a Special School (A) or the related work assignments for the positions. However, FTE is required for Directors and Assistant Directors of Special Education.

### **Blended Class**

FTE for Special Education Teachers holding the appropriate credentials and who teach students with disabilities in a blended classroom that includes general education students, should be reported for special education data reporting purposes.

### **Bilingual**

Work assignments for Bilingual Special Education teachers, are based on either 1.) An Educator License with Stipulations for Transitional Bilingual Educator or 2.) A Bilingual Education Endorsement or 3.) An English as a Second Language (ESL) endorsement. For further details on Bilingual see [23 Ill Admin Code Section 226.800](#). Work assignment codes for bilingual teachers can be found in the *Bilingual Language Code Table* of this document.

### **Contractual Employees**

Contractual employees are considered employees of the district/cooperative for reporting and monitoring purposes, when there is a contractual agreement for services with an agency other than the employing /reporting school district/cooperative. They must be entered on the Personnel Approval file and are required to meet the state licensure and/or approval standards or the requirements listed in these instructions for certain work assignments. Contractual personnel must be provided public school technical assistance and line supervision. A copy of the contractual agreement must be maintained in the employee file at the district/cooperative location. Please note some district/joint agreement specific approvals cannot be issued for contractual employment.

## **Director of Special Education**

Each recognized special education district/cooperative must employ a full-time State Approved Director of Special Education. A Director or Assistant Director must be properly licensed and must hold the Director of Special Education endorsement to qualify for either position.

If a member district within a special education cooperative employs a full-time administrator for Special Education Programs, that individual must also hold the Director of Special Education endorsement. The Administrator would be considered an assistant to the State-Approved Director of Special Education and listed as work assignment **PAD** for personnel approval purposes.

**IMPORTANT** – A district/cooperative must verify the credentials of a candidate for the position of Director or Assistant Director of Special Education before hiring, by checking (ELIS) to make sure the candidate possess a Director of Special Education endorsement per [23 Ill Admin Code Section 25.365](#).

### **State Approved Special Education Director Change**

A cooperative or stand-alone district must provide the following to ISBE before the appointment of a State-Approved Director of Special Education can be approved:

1. A letter or memo that includes the name of the new director, their Illinois Educator Identification Number (IEIN) and the effective date of the appointment;
2. The business address, phone number, fax number and email address in order to update the information in the Special Education Directors listing on the ISBE website.

All information should be sent electronically to [Larry Wilson at lwilson@isbe.net](mailto:Larry.Wilson@isbe.net); [Melanie Archer at marcher@isbe.net](mailto:Melanie.Archer@isbe.net).

Further information regarding the requirements for a Director of Special Education can be found at [23 Ill Admin Code Section 25.365](#).

## **Early Childhood Special Education**

The term “early childhood” refers to non-categorical programming for students, generally ages 3 through 5. Individuals teaching in a non-categorical/cross-categorical early childhood special education program must hold a license endorsed for early childhood self-contained General Education Age 0-Grade 3 or self-contained General Education Age 0-6, excluding kindergarten, with an Early Childhood Special Education endorsement or approval, or a full Learning Behavioral Specialist endorsement for Preschool through Age 21 with an Early Childhood Special Education approval. This would be reported under work assignment **ECT**. Refer to [23 Illinois Administrative Code Section 226.810](#),

**Important licensing note:** A Professional Educator License (PEL) with an early childhood self-contained endorsement is not sufficient to be approved for the (ECT) Early Childhood Special Education work assignment. The teacher must hold either an Early Childhood Special Education endorsement or approval in order to meet the requirements for the position.

### **Full-Time Equivalency (FTE) - Calculation**

FTE is a numerical calculation, rounded to the tenths decimal place, and represents the amount of time a staff person spends in special education service delivery.

Report only the percentage of time that staff is working directly with students with disabilities (under the authority of IDEA) receiving special education and related services. If teachers work part of their time with students with disabilities (under the authority of IDEA) and part of their time with students without disabilities, report only the time specifically working with students with disabilities.

Example - A teacher who works specifically with students with disabilities for three hours per day of a six-hour school day or 50 percent of the day, would be reported as 0.5 FTE. A teacher who works with students with disabilities for four hours of a six-hour school day, or 67 percent of the day, would be reported as 0.7 FTE.

**Employment in Excess of 1.0 FTE - No employee may be reported in excess of 1.0 (FTE) for their combined work assignments unless the particular teacher works after hours as a Home Hospital Instructor (HHI) in addition to their normal daily classroom assignment.**

**Calculating percentage to assist in reporting FTE - “Total hours worked per year in the work assignment”, (divided by) “normal school day classroom hours”, equals “total days worked per year”. Dividing the “total days worked” by 180 days, will equal the “total FTE percentage.”**

Example - 1020 hours per year (divided by) six-hours in a school day, equals 170 days worked. 170 days worked (divided by) 180 regular term days, equals 0.94 percent and would be reported as 0.9 FTE.

(FTE) for Paraprofessional staff must be reported for each age group being served, (i.e. ages 3 through 5 and or 6 through 21). Select the appropriate paraprofessional work assignment that reflects the age group served and add the FTE. If staff serves both age groups, separate work assignments and FTE must be reported. Estimate the FTE as accurately as possible when time is spent serving both age ranges.

### **Days Employed**

**Note:** Days worked are not reported in I-Star, but are used when calculating FTE.

When calculating FTE for data reporting purposes, use only 180 days as the factor to calculate FTE, even if the district calendar is longer than 180 days. Include, sick leave, personal leave days, approved institute/workshop days, approved parent-teacher full-day conference days, board granted holidays, approved Act of God days and approved hazardous threat to health and safety days.

## **Home/Hospital Instruction Guidelines**

FTE for teachers who provide home/hospital instruction to students with disabilities only are to be entered using the work assignment **HHI** and are reported to the ED by ISBE in the category of Special Education Teachers.

Specific state reimbursement for special education personnel will now be made through EBF. Previously, school districts and special education cooperatives reported the number of students served in a home hospital setting in lieu of FTE for Home Hospital Instructors.

Effective with the 2017-18 school year, FTE for Home Hospital Instructors is collected and calculated the same as all other Special Education Teachers.

Section 14-13.01(a) of the School Code stipulates that services must be provided to students when a Licensed Medical Physician, an Advanced Practice Registered Nurse (**APRN**), or a Physician Assistant (**PA**), has determined that due to a medical condition, it is anticipated that a student will be absent from school for a minimum of two consecutive weeks (10 school days) or will be absent on an ongoing intermittent basis.

“Ongoing intermittent basis” means; that due to the severity of the student’s medical condition, the student is expected to be absent from school multiple times during the school year, for periods of at least two days at a time, totaling 10 or more absences. Home hospital instruction may commence upon receipt of a written medical statement and shall commence no later than five school days after the district receives the physician’s statement.

Home Hospital Instructors who provide instruction to students with disabilities, **must** possess a teaching license with an endorsement that is sufficient to completely fulfill the student’s (IEP). Staff who possess a (PEL) with a School Support Personnel or Administrative endorsement, or who hold a Substitute Teaching license are **not** qualified to teach students with disabilities.

## **Home Hospital Instructors - Out of state**

Proof of licensing for Home Hospital Instructors credentialed out of state must be maintained in district files. They are granted previous approval in I-Star. Staff in these positions must obtain an IEIN number in ELIS and provide the number to the employing district in order to be added to the Personnel Approval/Data Collections file.

## **Calculating FTE for HHI Work Assignments**

To calculate FTE for staff who work as Home Hospital Instructors:

Take the total hours worked, divided by normal hours in the school day. This determines the number of days worked. Divide the number of days worked, by 180 days to determine the FTE.

Example:

Total hours worked for the year = 10 hrs.

Normal hours in the school day for the district = 5.

10 hours divided by 5 hours = 2 days worked.

2 days worked divided by 180 days = 0.01111

Since the minimum FTE that can be reported is 0.1 the FTE would be rounded up to 0.1.



**Rounding numbers for FTE:**

If the digit in the next smallest place value is less than five (0, 1, 2, 3, or 4). Leave the digit as is. Example- 0.1124 = 0.1 FTE

If the next smallest place value is greater than or equal to five (5, 6, 7, 8, or 9). Increase the value of the digit being rounded by one (1). Example- 0.15234 = .2 FTE.

**Note:** Staff who work less than 18 days per year, will necessitate rounding up to 0.1 FTE.

**Individual Instruction Aides**

Staff who assist special education students under the direct supervision of a teacher and are reported under the work assignment code **TA**, Individual Instruction Aide. The individual must hold an Educator License with Stipulations, paraprofessional or a substitute or PEL.

**Internships**

Proof of approvals for internships and internship program plans should be maintained in district files or in ELIS for school Psychologist, School Social Workers, School Nurses, Speech Language Pathologists and School Counselor Interns. Interns must have an appropriate internship in ELIS that aligns to the specific area of the internship they will be completing. Internship approvals are valid for one calendar year from the date issued by the Educator Effectiveness Division.

Information regarding internship approval may be found at <https://www.isbe.net/Pages/educator-licensure-approvals.aspx>.

**Paraprofessional Staff**

There are additional reporting requirements regarding special education staff with the work assignments of Noncertified Health Aide, **NHA3/6**, Program Aide, **PA3/6** or Individual Instruction Aide, **TA3/6**.

FTE for Paraprofessional staff must be reported for each age group served; (ages 3 through 5) and/or (6 through 21) for each applicable work assignment. Estimate the FTE as accurately as possible when time is spent serving both age ranges.

**(Example)** A “Program Aide” works mornings serving age group (3-5) and afternoons serving age group (6-21). Work\_Assignment #1 would be entered using *Work Assignment Code*, **PA3**, and 0.5 FTE. Work Assignment #2 would be entered using *Work Assignment Code* **PA6** and 0.5. FTE.

**Note:** Total FTE for multiple work assignments cannot exceed 1.0 FTE.

**Paraprofessional work Assignment Codes**

**Work Assignment PA3** = Program Aide serving age group 3-5

**Work Assignment PA6** = Program Aide serving age group 6-21

**Work Assignment TA3** = Teacher’s Aide serving age group 3-5

**Work Assignment TA6** = Teacher’s Aide serving age group 6-21

**Work Assignment NHA3** = Non-certified Health Aide age group 3-5

**Work Assignment NHA6** = Non-certified Health Aide age group 6-21

## **Program Aides**

Program aides are Paraprofessionals who assist special education students outside of instructional purposes under the direct supervision of a teacher. Per the requirements of [23 Illinois Administrative Code Section 226.800](#), such aides must receive “training experiences” appropriate to the nature of their responsibilities.

RN’s and LPN’s employed as Non-Certified Health Aides (NHA), Occupational Therapy Assistants (NOT), Physical Therapy Assistants (NPT) and Speech and Language Assistants (NSL) are granted prior approval by ISBE. This is due to the fact that the credentials for these employees are issued by agencies other than the State Board of Education. Districts/cooperatives must maintain documentation locally verifying that the individual being submitted for approval, possesses the necessary credentials for the position. The individual must obtain an IEIN number to be entered and submitted by the district/cooperative.

## **Qualified Staff**

Staff who hold the appropriate credentials for the position or those working in positions in which no state licensure requirements are necessary for the position are considered “Qualified” for data reporting purposes.

## **School Nurse**

School Nurse, (SN) refers to those who hold a PEL with a School Nurse endorsement or an (Educator License with Stipulations-Provisional Educator) endorsed for School Nurse. An RN or LPN who does not hold a PEL endorsed for School Nurse must work under the work assignment of Non-Certified Health Aide, NHA.

1. **(RN or LPN)** license only = Noncertified Health Aide (NHA)
2. **(RN)** with a **(PEL)** and a School Nurse endorsement = School Nurse (SN)

Report only the FTE time in which the School Nurse is performing IEP related services to students with special needs. Example: Nurses who dispense daily medication, administer hearing and vision tests or treat an unexpected injury to a special education student are not duties that qualify as a special education related function. Duties that are unique functions specific to a student’s IEP or duties such as (case studies, health evaluations, referrals and re-evaluations) would be reportable FTE.

Program questions regarding appropriate functions for School Nurses should be referred to [Jessica Gerdes](#) [Rebecca Doran](#) in the Division of Regulatory Support and [Wellness](#) at [312-814-2220](tel:312-814-2220) [312-814-2021](tel:312-814-2021) [558-3972](tel:312-814-558-3972) or [jgerdes@isbe.net](mailto:jgerdes@isbe.net) [rdoran@isbe.net](mailto:rdoran@isbe.net).

## **Short Term Emergency**

Individuals desiring to be approved for Learning Behavioral Specialist 1 (cross-categorical special education) positions for which they are not licensed may seek approval by submitting an application and fee through ELIS. If an individual possesses a short-term emergency approval for

special education, enter the type of student disabilities (SLD, ED, MR, or PI) that the teacher is serving in work assignments 1, 2, and or 3.

### **Speech-Language Assistant**

These assistants must use the work assignment of **NSL** as listed in the “Glossary of Work Assignments” at the end of this document.

### **Substitute Teachers**

Substitute teachers may only teach in the place of a licensed teacher who is under contract with the employing board. If however, there is no licensed teacher under contract because of an emergency situation, then a district may employ a substitute teacher for no longer than 30 calendar days per each vacant position in the district if the district notifies the appropriate Regional Office of Education within five business days after the employment of the substitute teacher in the emergency situation.

An **emergency situation** is constituted when an unforeseen vacancy has occurred and (1.) a teacher is unable to fulfill his or her contractual duties or (2.) teacher capacity needs of the district exceed previous indications, and (3.) the district is actively engaged in advertising to hire a fully licensed teacher for the vacant position.

The combined total of days served by a substitute and the contracted teacher must not exceed one full-time equivalent employee, (1.0 FTE and 180 regular term days.)

Substitute teachers who hold a Substitute (K-12) Teaching License may teach only when a certificated person is currently under contract for the position and a teacher endorsed or approved for the area to be served is not available per the requirements of Section 21-9 of the School Code. Under these circumstances, the substitute teacher will be reported as not qualified for the position, for data reporting purposes.

Licensed educators holding a (PEL) or holding an Educator License with Stipulations (ELS) may substitute teach for a period not to exceed 120 school days.

### **Supervision**

A supervisor is not required to be employed full-time in special education, but must hold a Supervisory or Administrative endorsement and hold a special education approval or endorsement in the disability area(s) they are supervising.

Educators who hold an administrative and a teaching endorsement on a (PEL), are also required to hold a special education endorsement or approval to be a special education supervisor.

When a licensed employee is working in a Supervisory position enter (**SUP**) in work assignment 1. Then enter the code(s) for the categories of disabilities being supervised in work assignments 2 and or 3. If an individual supervises more than two categories, insert the two categories in which the person spends the most time.

## **Supervision Types**

Two types of supervision line supervision and technical assistance supervision are required to be provided to special education staff. Please refer to [23 Illinois Administrative Code, Section 1.705](#) and [23 Illinois Administrative Code Section 226.800](#),

### **Line Supervision**

Line supervision refers to the on-site, day-to-day supervision and evaluation of teaching and support services staff as they perform general functions of the classroom or support service. This role is generally performed by a building principal. An individual doing line supervision would most likely be an administrator of a special school reported under work assignment code **A**. Line supervision requires a license endorsed or approved in the primary disability area(s) served by the school in addition to an Administrative endorsement in one of the following areas:

1. General Supervisory
2. General Administrative
3. Director of Special Education
4. Principal,
5. Superintendent

### **Technical Assistance Supervision**

Technical assistance supervision refers to; assistance and programmatic advice given to Special Education staff, Administrators, and Line Supervisors. This type of supervision requires specialized knowledge and experience in the particular area(s) being supervised. A Technical Assistance Supervisor is reported under work assignment **SUP**. The individual may be assigned to one building, but is more often assigned to an area, as daily assistance is not required. Endorsements or approvals are required for each area in which technical assistance supervision is being provided in all cases for the provision of technical assistance supervision.

Additionally and as appropriate for the position, the individual must hold a Supervisor of Special Education Approval, or an appropriate license endorsed for supervising in an area of disability, or an Administrative endorsement in one of the following areas:

1. General Supervisory
2. General Administrative
3. Director of Special Education
4. Principal
5. Superintendent
6. School Support Personnel endorsement for supervision of the pupil personnel service area for which the person holds the license.

**New-** FTE is not required when selecting the Supervisor **SUP** work assignment nor is it required for the associated areas of supervision in work assignment(s) 2 and or 3.

### **Transportation Personnel**

Transportation aides and other transportation personnel are not reported on the personnel data file.

## Glossary of Work Assignments

<b>Work Assignment</b>	<b>Code</b>	<b>Service Provided</b>	<b>Licensing Agency</b>
Adaptive PE	<b>PPE</b>	Teaching	Illinois State Board of Education
Administrator of Special School	<b>A</b>	Administrative/Sup	Illinois State Board of Education
Art Therapy	<b>PAT</b>	Related Services	Registration from- American Therapy Association
Assistant Special Education Director	<b>PAD</b>	Administrative/Sup	Illinois State Board of Education
Audiologist	<b>PAU</b>	Related Services	Ill Dept. of Fin & Pro Regulation
Autism Teacher	<b>AUT</b>	Teaching	Illinois State Board of Education
Behavior Analyst	<b>BA</b>	Teaching	Behavior Analyst Certification Board
Bilingual –Deafness & Hearing Impairment	<b>BDH</b>	Teaching	Illinois State Board of Education
Bilingual Emotional Disability	<b>BBD</b>	Teaching	Illinois State Board of Education
Bilingual Intellectual Disability	<b>BEM</b>	Teaching	Illinois State Board of Education
Bilingual Learning Behavior Specialist	<b>BLB</b>	Teaching	Illinois State Board of Education
Bilingual Specific Learning Disability	<b>BLD</b>	Teaching	Illinois State Board of Education
Bilingual Orthopedic Impairment	<b>BPH</b>	Teaching	Illinois State Board of Education
Bilingual Speech & Language Impairment	<b>BSL</b>	Teaching	Illinois State Board of Education
Bilingual Visual Impairment	<b>BBV</b>	Teaching	Illinois State Board of Education
Bilingual ESL- Special Education	<b>BES</b>	Teaching	Illinois State Board of Education
Blind & Partially Sighted	<b>BPS</b>	Teaching	Illinois State Board of Education
Cued Speech	<b>CUE</b>	Related Services	Illinois State Board of Education
Daily Living Skills Specialist	<b>PDL</b>	Related Services	American Association of Workers for the Blind
Deaf & Hard of Hearing	<b>DHH</b>	Teaching	Illinois State Board of Education
Diagnostic Teacher	<b>PDG</b>	Teaching	Illinois State Board of education
Early Childhood Teacher	<b>ECT</b>	Teaching	Illinois State Board of Education
Emotional Disturbance Behavior Disorder	<b>SED</b>	Teaching	Illinois State Board of Education
Hearing & Vision Screener	<b>NHV</b>	Related Services	Illinois Dept. of Public Health
Home Hospital Instructor	<b>HHI</b>	Teaching	Illinois State Board of Education
Home Hospital Instructor Out of state	<b>HHIO</b>	Teaching	Various Out of state licensing departments
Individual Instruction Aide 3-5	<b>TA3</b>	Paraprofessional	Illinois State Board of Education
Individual Instruction Aide 6-21	<b>TA6</b>	Paraprofessional	Illinois State Board of Education
Infant-Toddler Fam Specialist	<b>PFS</b>	Related Services	Completion of a degree program with evidence of specific training in birth to 5 year old student dev.
In-Service Coordinator	<b>PIC</b>	Teaching	Illinois State Board of Education

<b>Work Assignment</b>	<b>Code</b>	<b>Service Provided</b>	<b>Licensing Agency</b>
Interpreter for the Deaf	<b>SGN</b>	Related Services	Illinois State Board of Education
Learning Behavior Specialist	<b>LBS</b>	Teaching	Illinois State Board of Education
Medical Services Personnel	<b>PMD</b>	Related Services	Ill Dept. of Fin & Pro Regulation
Mental Retardation	<b>MR</b>	Teaching	Illinois State Board of Education
Music Therapist	<b>PMT</b>	Related Services	Illinois State Board of education
Noncertified Health Aide 3-5	<b>NHA3</b>	Paraprofessional	Ill Dept. of Fin & Pro Regulation
Noncertified Health Aide 6-21	<b>NHA6</b>	Paraprofessional	Ill Dept. of Fin & Pro Regulation
Occupational Therapist	<b>POT</b>	Related Service	Ill Dept. of Fin & Pro Regulation
Occupational Therapy Assistant	<b>NOT</b>	Paraprofessional	Ill Dept. of Fin & Pro Regulation
Orientation&MobilitySpecialist	<b>POM</b>	Related Services	Ill Dept. of Fin & Pro Regulation
Physically Handicapped	<b>PH</b>	Teaching	Illinois State Board of Education
Physical Therapist	<b>PPT</b>	Related Services	Ill Dept. of Fin & Pro Regulation
Physical Therapy Assistant	<b>NPT</b>	Paraprofessional	Ill Dept. of Fin & Pro Regulation
Program Aide 3-5	<b>PA3</b>	Paraprofessional	ISBE- Non-licensed
Program Aide 6-21	<b>PA6</b>	Paraprofessional	ISBE- Non-licensed
Recreational Therapy	<b>PRT</b>	Related Services	National Therapeutic Recreation Society
Rehabilitation Counselor	<b>PRC</b>	Related Services	Commission on Rehabilitation Counselor Certification
School Counselor (Guidance)	<b>SCOU</b>	Related Services	Illinois State Board of Education
School Counselor Intern	<b>SCOI</b>	Related Services	Illinois State Board of Education
School Nurse	<b>SN</b>	Related Services	Illinois State Board of Education
School Nurse Intern	<b>PNA</b>	Related Services	Illinois State Board of Education
<del>School Social Worker</del>	<del><b>SSW</b></del>	<del>Related Services</del>	<del>Illinois State Board of Education</del>
<del>School Social Worker Intern</del>	<del><b>PSW</b></del>	<del>Related Services</del>	<del>Illinois State Board of Education</del>
School Psychologist	<b>SP</b>	Related Services	Illinois State Board of Education
School Psychologist Intern	<b>PSP</b>	Related Services	Illinois State Board of Education
School Social Worker	<b>SSW</b>	Related Services	Illinois State Board of Education
School Social Worker Intern	<b>PSW</b>	Related Services	Illinois State Board of Education
Speech and Language	<b>SL</b>	Teaching	Illinois State Board of Education
Speech Language Pathologist Intern	<b>PSI</b>	Related Services	Illinois State Board of Education
Speech – Language Assistant	<b>NSL</b>	Paraprofessional	Ill Dept. of Fin & Pro Regulation
Specific Learning Disability	<b>SLD</b>	Teaching	Illinois State Board of Education
State Approved Director of Special Education	<b>DIR</b>	Administrative/Sup	Illinois State Board of Education
Supervisor (Technical Assistance)	<b>SUP</b>	Administrative/Sup	Illinois State Board of Education
Support Teacher	<b>REI</b>	Teaching	Illinois State Board of Education
Teacher Coordinator of Vocational Education	<b>TEC</b>	Teaching	Illinois State Board of Education
Transition Consultant	<b>PTC</b>	Teaching	Illinois State Board of Education
Vocational Coordinator	<b>VC</b>	Teaching	Illinois State Board of Education
Vocational Transition Specialist	<b>PVA</b>	Related Services	Contract with Department of Rehabilitation Services

## Bilingual Language Code Table

*The language codes listed in the following table are to be added to (Work Assignment #2) when a “Bilingual Special Education” work assignment is used in (Work Assignment #1).*

<b>Language</b>	<b>Code</b>	<b>Language</b>	<b>Code</b>	<b>Language</b>	<b>Code</b>
Arabic	AR	Hebrew	HE	Pilipino	PI
Assyrian	AS	Hindi	HI	Polish	PO
Bengali	BE	Hmong	HM	Portuguese	PR
Bulgarian	BU	Hungarian	HU	Romanian	RO
Burmese	BR	Italian	IA	Russian	RU
Cantonese	CA	Japanese	JA	Serbo-Croatian-Bosnian	SE
Creole	CR	Khmer	KH	Slovak	SO
Danish	DA	Korean	KO	Spanish	SA
Filipino	FI	Lao	LA	Tagalog	TG
French	FR	Lithuanian	LI	Telugu	TE
German	GE	Malayalam	ML	Ukrainian	UK
Greek	GR	Mandarin	MA	Urdu	UR
Gujarati	GU	Nepali	NE	Vietnamese	VE
Haitian	HA	Panjabi	PN	Winnebago	WI

# CONTACT INFORMATION

## LICENSING AGENCIES & INFORMATION LINKS

American Speech-Language-Hearing Association (ASHA)

<http://www.asha.org/>

(800)-638-8255

Behavior Analyst Certification Board

<https://www.bacb.com/>

(720)-438-4321

Illinois State Board of Education- Educator Effectiveness Division (Licensure)

<https://www.isbe.net/Pages/Licensure.aspx>

(217)-557-6763

Illinois State Board of Education- *Illinois Educator Licensing Information System* (ELIS)

<https://sec3.isbe.net/IWASNET/login.aspx>

(217)-557-6763

Illinois Department of Financial and Professional Regulation (IDFPR)

<https://www.idfpr.com/>

(888) 473-4858

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### “I-STAR TECHNICAL QUESTIONS”

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Harrisburg Project

(800)-635-5274

[support@hbug.k12.il.us](mailto:support@hbug.k12.il.us)

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### “APPROVAL DATA COLLECTION QUESTIONS”

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~~Division of Funding and Disbursement~~ Special Education Services Division

~~(217) 782-5256/557-8226~~

~~[lwilson@isbe.net](mailto:lwilson@isbe.net)~~

~~[Larry.Wilsonsnorton@isbe.net](mailto:Larry.Wilsonsnorton@isbe.net)~~

~~[Scott Norton](#)~~

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### “SCHOOL NURSE-HOME HOSPITAL INSTRUCTOR QUESTIONS”

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Division of Regulatory Support and Wellness

~~312-814-2220~~

~~[jgerdes@isbe.net](mailto:jgerdes@isbe.net)~~



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