Special Education Personnel Data Collection and Approval Instructions

For Use with I-Star Plus

2026-27 School Year

ILLINOIS STATE BOARD OF EDUCATION

Questions and Technical Support

- Questions pertaining to **personnel data approvals** should be directed to:
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- Questions pertaining to the **operation of I-Star Plus** should be directed to:
    - Harrisburg Project
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Special Education Personnel

Data Collection and Approval Instructions

Overview

Public Act 100-0465, also known as the Evidence-Based Funding (EBF) for Student Success Act, became law on Aug. 31, 2017. As a result, specific state reimbursement for special education personnel is now 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 3-22 under the authority of the Individuals with Disabilities Education Act (IDEA), Section 618.

The IEP-Student Tracking and Reporting (I-Star) Plus system is an enhanced version of the existing I-Star system application. It is a web-based system that allows school districts and special education cooperatives to input, manage, and approve special education personnel data. This document provides technical instructions for reporting the personnel 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 the I-Star Plus system. The reporting due date for the 2026-27 school year is **July 31, 2027**.

Specific Instructions

Purpose

The purpose of this data collection is to obtain the number of FTE for:

1. Special education teachers
2. Special education paraprofessionals employed or contracted to work with students with disabilities (under the authority of IDEA) in prekindergarten and kindergarten through Grade 12
3. Special education-related services providers employed or contracted to provide related services for students with disabilities (under the authority of IDEA) who are ages 3-22

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

General Guidance

1. What data is reported to ED?
    a. Data pertaining to special education teachers, special education paraprofessionals, and special education-related services personnel employed on or before Dec. 1 of the current school year should be reported.
2. Which special education teachers, special education paraprofessionals, and special education-related services personnel should be reported in this data collection?
    a. Special education teachers, special education paraprofessionals, and special education-related services personnel providing services to students with disabilities ages 3-22, regardless of funding source, should be included.
3. How is staff FTE information reported?
    a. Report only the percentage of time that the employee works specifically with students with disabilities.
        i. Example 1: A special education paraprofessional who works three hours of a six-hour school day (50% of the time) with students with disabilities would be counted as 0.50 FTE.
        ii. Example 2: A special education paraprofessional who works four hours of a six-hour school day (67% of the time) would be counted as 0.67 FTE.
4. How should the FTE of special education teachers, special education paraprofessionals, and special education-related services providers who work with both students with disabilities and their non-disabled peers be reported?
    a. 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 contracted or employed to provide special education to students with disabilities ages 3-22. 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 for students with disabilities:
   - Identifying students with hearing loss
   - Determining the range, nature, and degrees of hearing loss, including referral for medical or other professional attention for the habilitation of hearing
   - Providing habilitative activities, such as language habilitation, auditory training, speech reading (lip reading), hearing evaluation, and speech conservation
   - Creating and administering programs for prevention of hearing loss
   - Providing counseling and guidance for students, parents, and teachers regarding hearing loss
   - Determining the student's needs (for group and individual amplification), selecting and fitting an appropriate aid, and evaluating the effectiveness of amplification

2. **Speech-Language Pathologists** – Responsible for the following services for students with disabilities:
   - Identifying students with speech or language impairments
   - Diagnosing and appraising specific speech or language impairments
   - Making referrals for medical or other professional attention necessary for the habilitation of speech and language impairments
   - Providing speech and language services for the habilitation or prevention of communicative impairments
   - Providing counseling and guidance for parents, students, and teachers regarding speech and language impairments

3. **Interpreters –** Responsible for services for 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 for students with disabilities and evaluations for special education eligibility:
   - Administering psychological and educational test and other assessment procedures
   - Interpreting assessment results
   - Obtaining, integrating, and interpreting information about student's behavior and conditions related to learning
   - Consulting with other staff members in planning school programs to meet the special needs of students as indicated by psychological tests, interviews, direct observations, and behavioral evaluations

- Planning and managing a program of psychological services, including psychological counseling, for students and parents
- Assisting in developing positive behavioral intervention strategies

5. **Occupational Therapists –** Responsible for the following services for students with disabilities:
   - Developing, improving, or restoring functions impaired or lost through illness, injury, or deprivation
   - Improving ability to perform tasks for independent functioning if functions are impaired or lost
   - Implementing early intervention to prevent initial or further impairment or loss of function

6. **Physical Therapists –** Responsible for the following services for students with disabilities:
   - Screening, evaluating, and assessing students to identify movement dysfunction
   - Obtaining, interpreting, and integrating information appropriate to program planning to prevent, alleviate, or compensate for movement dysfunction and related functional problems
   - Providing individual and group services or treatment to prevent, alleviate, or compensate for movement dysfunction and related functional problems

7. **Physical Education Teachers and Recreation and Therapeutic Recreation Specialists –** Responsible for the following services for students with disabilities:
   - Providing special physical education, adaptive physical education, movement education, or motor development to students and youth with disabilities
   - Assessing leisure function
   - Providing therapeutic recreation services
   - Developing recreation programs in schools and community agencies
   - Providing leisure education

8. **Social Workers –** Responsible for the following services for students with disabilities:
   - Preparing a social or developmental history on a student with a disability
   - Providing group and individual counseling with the student and family
   - Working 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
   - Mobilizing school and community resources to enable the student to learn as effectively as possible in his or her educational program
   - Assisting in developing positive behavioral intervention strategies

9. **Medical/Nursing Service Staff –** Responsible for medical and nursing services for students with disabilities, including:
    - Preparing a health evaluation (medical review) of a student with a disability
    - Collaborating with community medical providers and health insurers to enable access to care for the health needs identified during the medical review
    - Providing medical services for diagnostic and evaluation purposes to determine whether a student has a disability and the nature and extent of the special education and related services that the student needs
    - Providing nursing services that enable a student with a disability to receive free and appropriate public education as described in the student's Individualized Education Program (IEP), except for 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 for students with disabilities:
    - Guiding individuals, families, groups, and communities by helping them solve problems, make decisions, discover meaning, and articulate goals related to personal, educational, and career development
    - Providing services in individual or group sessions that focus specifically on career development, employment preparation, achievement of independence, and integration in the workplace and community
    - Providing 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 for students with disabilities:
    - Providing 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
    - Teaching students the following, as appropriate:
        - Spatial and environmental concepts and to 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. They are responsible for the following services:

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

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

Special Education Administrators and Supervisors

Special education directors, assistant directors, and supervisory staff are not reported as part of the Dec. 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 Plus General Information

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

Harrisburg Project staff provide technical assistance for reporting data using I-Star Plus. Questions may be directed to the Harrisburg Project at 1-800-635-5274 or support@hbug.k12.il.us.

Additions

To add employees who provide special education and related services for any part of the 2026-27 regular school term:

- Log in to your IWAS account and access the I-Star Plus system
- 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 dropdowns for each work assignment

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

Changes

Verify that data entered is complete and accurate. Make any necessary changes or updates according to the I-Star Plus edit instructions. Once the record has been updated, you must save the information.

Deletions

Individuals already listed in I-Star Plus, but who were not employed by the special education cooperative/school district for any days during the 2026-27 regular school term, should be removed from the cooperative/district record in I-Star Plus by using the delete option. **Do not** delete any individuals employed during the 2026-27 regular term, regardless of the number of days worked.

Educator Licensure Information System – General Information

Illinois Educator Identification Number

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

Educator Licensure Information System

The Educator Licensure Information System (ELIS) may be accessed in IWAS.

Staff employed in work assignments in which credentials are **not** issued by the Educator Effectiveness Department must obtain an IEIN 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 administrators 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

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

A user who wants to obtain an IEIN must begin by accessing the ELIS login page and creating an ELIS account. Once there, the employee should select **"Click here for first time access to the ELIS system"** on the right side of the page. Next, the employee should follow the prompts and set up a login 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 ISBE are granted previous approval in I-Star Plus. Staff in these positions must obtain an IEIN 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 the employee must also hold the necessary credentials required for the position described.

I-Star Plus Code Descriptions and Definitions

Special Education Identification Type Codes

The type code option is no longer available.

The I-Star Plus system will automatically match the appropriate Special Education ID Code: (**A**-Special Education Teacher, **B**-Related Service, **C**-Paraprofessional, and **D**-Administrative) 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 December 1 Checkbox

Districts and special education joint agreements will continue to report staffing and FTE data through the traditional deadline of **July 31** each year, but ISBE will report special education data to ED as of Dec. 1 of each school year.

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

Note: All special education staff (e.g., teachers, related services staff, paraprofessionals) as well as administrative/supervisory staff (e.g., 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 Plus even if they were hired after Dec. 1.

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 fields 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 the Save button at the bottom of the entry screen. The total FTE for all work assignments combined cannot exceed 1.0 FTE. Refer to the Glossary of Work Assignments on Pages 24-26 for Work Assignment Code information.

Work Assignment Status Codes

ISBE uses status codes to indicate the approval status of work assignment(s) that have been entered in I-Star Plus for district/cooperative staff. The status is determined by cross-referencing the employee's IEIN 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. **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 ED.

Note: I-Star Plus 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.

Full-Time Equivalency

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 Plus, click on the numerical value that 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 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. Stipends that are not part of the contractual salary should not be included in the salary field.

Offsets

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

Other Salary and Benefits – Enter any other salary or benefits paid from other state or federal funds (e.g., Every Student Succeeds Act 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 fiscal year 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 (e.g., 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

Adaptive Physical Education

Teachers who possess an approval for Adaptive Physical Education 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
- Supervisors

Note: Administrative and supervisory staff are not included in the data collection report submitted by ISBE to ED, so FTE is not reported for supervisors or administrators of special schools 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, refer to 23 Ill. Adm. Code 226.800.

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 supervision. A copy of the contractual agreement must be maintained in the employee file at the district/cooperative location.

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 using Work Assignment Code **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. Adm. Code 25.365.

State-Approved Director of Special Education Change

A district or cooperative 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 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 Directory of State-Approved Directors of Special Education

All information should be sent to ISBESpecEd@isbe.net.

Further information regarding the requirements for a director of special education can be found at 23 Ill. Adm. Code 25.365 and 23 Ill. Adm. Code 226.800(f).

Early Childhood Special Education

The term “early childhood” refers to non-categorical programming for students, generally ages 3-5 and in prekindergarten. An Early Childhood Special Education Teacher (**ECT**) approval is for prekindergarten only. An educator can be eligible to be evaluated for this approval with only a teaching license since the Professional Educator License (PEL) is considered foundational per Part 25 rules.

An educator no longer needs to first hold the Learning Behavior Specialist I PK-22 or K-22 or even the early childhood self-contained general education B-3 before requesting an ECT Approval. This would be reported in I-Star Plus using Work Assignment Code **ECT**. For more information, refer to 23 Ill. Adm. Code 226.810.

Full-Time Equivalency – Calculation

FTE is a numerical calculation, rounded to the hundredths decimal place, which 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 1: A teacher who works specifically with students with disabilities for three hours per day of a six-hour school day (50% of the day) would be reported as 0.50 FTE.
- Example 2: A teacher who works with students with disabilities for four hours of a six-hour school day (67% of the day) would be reported as 0.67 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: 1,020 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% and would be reported as 0.94 FTE.

FTE for paraprofessional staff must be reported for each age group being served (e.g., ages 3-5 and/or 6-22). Select the appropriate paraprofessional work assignment that reflects the age group served and add the FTE. If staff serves both age groups, separate the work assignments and report FTE. Estimate the FTE as accurately as possible when time is spent serving both age ranges.

Days Employed

Days worked are not reported in I-Star Plus 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 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.

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 that total 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 Plus. Staff in these positions must obtain an IEIN 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 and divide 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 hours
- 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 0.01, the FTE would be rounded up to 0.01.

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 (e.g., 0.1124 = 0.11 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 (e.g., 0.15234 = 0.15 FTE).

Note: Staff who work less than 18 days per year will necessitate rounding up to 0.01 FTE.

Internships

23 Ill. Adm. Code 226.820(b) indicates that the Illinois State Board of Education **may** authorize the assignment of interns. Since ED does not require annual reporting of intern positions, ISBE is no longer requiring that Local Education Agencies record intern positions in I-Star Plus. ISBE has not required intern approval in ELIS since school year 2019-20. Any existing intern personnel work assignments in I-Star Plus for SY 2026-27 **may** be removed. If they are left in I-Star Plus, they will simply be ignored for ED reporting.

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 grade level group served — pre-K and/or K-12 for each applicable work assignment. Estimate the FTE as accurately as possible when time is spent serving both grade level groups.

Example: A program aide works mornings serving pre-K and afternoons serving K-12. Work Assignment No. 1 would be entered using Work Assignment Code **PA3** and 0.50 FTE. Work Assignment No. 2 would be entered using Work Assignment Code **PA6** and 0.50 FTE.

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

Paraprofessional Work Assignment Codes

- **Work Assignment PA3** = Program aide serving pre-K
- **Work Assignment PA6** = Program aide serving K-12
- **Work Assignment TA3** (Licensed) = Teacher's aide serving pre-K
- **Work Assignment TA6** (Licensed) = Teacher's aide serving K-12
- **Work Assignment NHA3** = Noncertified health aide pre-K
- **Work Assignment NHA6** = Noncertified health aide K-12

Individual Instruction Aides

Staff who assist special education students under the direct supervision of a teacher are reported under Work Assignment Code **TA**, individual instruction aide. The individual must hold a paraprofessional or a substitute Educator License with Stipulations or PEL.

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 Ill. Adm. Code 226.800, such aides **must** receive training experiences appropriate to the nature of their responsibilities.

Noncertified Health Aides and PT, OT, and Speech-Language Assistants

Registered nurses (**RNs**) and licensed professional nurses (**LPNs**) employed as noncertified health aides (**NHA**), occupational therapy assistants (**NOT**), physical therapy assistants (**NPT**), and speech-language assistants (**NSL**) are granted prior approval by ISBE. This is because the credentials for these employees are issued by agencies other than ISBE.

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 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 noncertified 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: Dispensing daily medication, administering hearing and vision tests, or treating an unexpected injury to a special education student **are not** duties that qualify as special education-related functions. 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 the ISBE Wellness and Student Department at 217-782-5270.

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 Teaching License (K-12) 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 may substitute teach for a period not to exceed 120 school days.

Supervision

Supervision personnel are not reported on the personnel data file to ED.

If any of these personnel are entered into I-Star Plus, 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 or 3. Another valid Work Assignment Code of (**A**) can be used for a supervisor who is providing 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.

Transportation Personnel

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

Glossary of Work Assignments

Work Assignment	Code	Service Provided	Licensing Agency
Adaptive PE	**PPE**	Teaching	Illinois State Board of Education (ISBE)
Art Therapy	**PAT**	Related Services	Registration from American Therapy Association
Assistant Special Education Director	**PAD**	Administrative/Supervisory	ISBE
Audiologist	**PAU**	Related Services	Illinois Department of Financial and Professional Regulation (IDFPR)
Behavior Analyst	**BA**	Related Services	Behavior Analyst Certification Board
Blind & Visually Impaired	**BPS**	Teaching	ISBE
Chief Administrator of Special School	**A**	Administrative/Sup	ISBE
Cued Speech	**CUE**	Related Services	ISBE
Daily Living Skills Specialist	**PDL**	Related Services	American Association of Workers for the Blind
Deaf & Hard of Hearing	**DHH**	Teaching	ISBE
Early Childhood Special Education Teacher	**ECT**	Teaching	ISBE
Hearing & Vision Screener	**NHV**	Related Services	Illinois Department of Public Health
Home Hospital Instructor	**HHI**	Teaching	ISBE
Home Hospital Instructor Out of State	**HHIO**	Teaching	Various out-of-state licensing departments
Individual Instruction Aide Pre-K	**TA3**	Paraprofessional	ISBE
Individual Instruction Aide K-12	**TA6**	Paraprofessional	ISBE
In-Service Coordinator	**PIC**	Related Services	ISBE
Learning Behavior Specialist 1	**LBS**	Teaching	ISBE
Learning Behavior Specialist 2 - Behavior Intervention Specialist	**BIS**	Teaching	ISBE
Learning Behavior Specialist 2 - Bilingual Special Education Specialist	**BSES**	Teaching	ISBE
Learning Behavior Specialist 2 - Curriculum Adaption Specialist	**CAS**	Teaching	ISBE

Work Assignment	Code	Service Provided	Licensing Agency
Learning Behavior Specialist 2 - Deaf/Blind Specialist	**DBS**	Teaching	ISBE
Learning Behavior Specialist 2 - Multiple Disabilities Specialist	**MDS**	Teaching	ISBE
Learning Behavior Specialist 2 - Technology Specialist	**TES**	Teaching	ISBE
Learning Behavior Specialist 2 - Transition Specialist	**TRS**	Teaching	ISBE
Medical Services Personnel	**PMD**	Related Services	IDFPR
Music Therapist	**PMT**	Related Services	ISBE
Noncertified Health Aide Pre-K	**NHA3**	Paraprofessional	IDFPR
Noncertified Health Aide K-12	**NHA6**	Paraprofessional	IDFPR
Occupational Therapist	**POT**	Related Service	IDFPR
Occupational Therapy Assistant	**NOT**	Paraprofessional	IDFPR
Orientation & Mobility Specialist	**POM**	Related Services	Academy for Certification of Vision Rehabilitation and Education Professionals
Physical Therapist	**PPT**	Related Services	IDFPR
Physical Therapy Assistant	**NPT**	Paraprofessional	IDFPR
Program Aide Pre-K	**PA3**	Paraprofessional	ISBE – non-licensed
Program Aide K-12	**PA6**	Paraprofessional	ISBE – non-licensed
Qualified Bilingual Specialist	**QBS**	Teaching	ISBE
Recreational Therapy	**PRT**	Related Services	National Therapeutic Recreation Society
Rehabilitation Counselor	**PRC**	Related Services	Commission on Rehabilitation Counselor Certification
School Counselor (Guidance)	**SCOU**	Related Services	ISBE
School Nurse	**SN**	Related Services	ISBE
School Psychologist	**SP**	Related Services	ISBE
School Social Worker	**SSW**	Related Services	ISBE
Sign Language Interpreter	**SGN**	Related Services	ISBE
Speech and Language	**SL**	Teaching	ISBE

Work Assignment	Code	Service Provided	Licensing Agency
Speech-Language Assistant	**NSL**	Paraprofessional	IDFPR
State-Approved Director of Special Education	**DIR**	Administrative/Sup	ISBE
Supervisor (Technical Assistance)	**SUP**	Administrative/Sup	ISBE
Teacher Coordinator of Vocational Education	**TEC**	Teaching	ISBE
Vocational Coordinator	**VC**	Related Services	ISBE

Licensing Agencies & Information Links

- American Speech-Language-Hearing Association
  800-638-8255
- Behavior Analyst Certification Board
  720-438-4321
- Illinois State Board of Education – Educator Effectiveness Department (Licensure)
  217-557-4723
- Illinois State Board of Education – Illinois Educator Licensing Information System
  217-557-4723
- Illinois Department of Financial and Professional Regulation
  888-473-4858

I-Star Plus Technical Questions

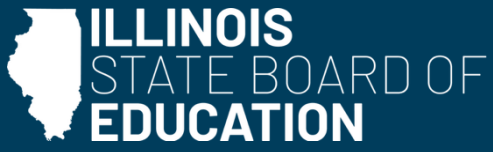
- Harrisburg Project
  800-635-5274
  support@hbug.k12.il.us

Approval Data Collection Questions

- ISBE Special Education Department
  Andrea Shryock
  217-782-5589
  ashryock@isbe.net

School Nurse – Home/Hospital Instructor Questions

- ISBE Wellness and Student Care Department
  217-782-5270



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