

**AMEND BOARD REPORT 01-1024-PO3
POLICY ON FULL-TIME TEACHER CERTIFICATION**

THE CHIEF EXECUTIVE OFFICER RECOMMENDS:

That the Chicago Board of Education ~~adopt~~ amend the Policy on Full-Time Teacher Certification.

POLICY TEXT:

Introduction

The Chicago Board of Education ("Board") recognizes that the delivery of high-quality education to all Chicago Public Schools ("CPS") students necessitates having well-trained, fully certified teachers working in every classroom in the district. To ensure that its teachers are prepared to offer students effective instruction, the Board is committed to the proposition that all full-time teachers in the district must meet the requirements for a standard Illinois teaching certificate set forth in the School Code, 105 ILCS 5/21-0.01 to 5/21-27. The following policy is designed to promote the excellence and professionalism of all full-time teachers in the city's schools.

I. ~~Certification of Full-Time Basis Substitute Teachers~~ Temporarily Assigned Teachers

In addition to appointed teachers, the CPS teaching force includes ~~full-time basis ("FTB") substitute teachers~~ temporarily assigned teachers ("TAT"). A majority of the ~~FTB~~ TAT teachers in the district have earned one or more of the standard Illinois teaching certificates required for appointed teachers. Pursuant to this policy, all ~~FTB~~ TAT teachers must satisfy the School Code requirements for a standard Illinois teaching certificate within two years after being hired as a TAT. This two-year requirement shall not apply: (1) to TATs teaching in such areas as special education and/or bi-lingual education, (2) where statutes, regulations or Board policy impose different shorter time limits for earning the requisite teaching certificates and/or meeting other criteria for being highly qualified in accordance with the No Child Left Behind Act, or (3) The two-year requirement also shall not apply to CPS teachers working as day-to-day substitutes.

II. Authorization For Release of Teacher Certification Test Information

As another means to ensure professional qualifications of its full-time teachers, the Board shall require that all applicants for CPS teaching positions sign a consent form authorizing the Illinois State Board of Education ("ISBE") and/or the State Teacher Certification Board ("STCB") to release to the Board any and all information regarding the number of times it administered the Illinois test of basic skills to the applicant.

Additionally, the consent form shall authorize the ISBE and/or STCB to release to the Board any and all information concerning subject matter tests administered to the applicant.

LEGAL REFERENCES: 105 ILCS 5/14C-8; 105 ILCS 5/21-0.01 to 5/21-27; 20 U.S.C. 1400 et seq. (Individuals with Disabilities Act); 34 CFR 300.136.

Approved for Consideration:



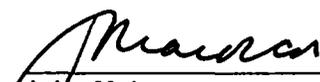
Barbara Eason-Watkins
Chief Education Officer

Approved

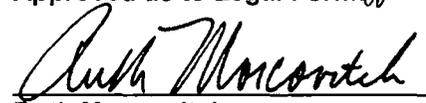


Arne Duncan
Chief Executive Officer

Noted:


John Maiorca
Chief Financial Officer

Approved as to Legal Form 


Ruth Moscovitch
General Counsel

ADOPT A NEW STUDENT SOCIAL AND EMOTIONAL HEALTH POLICY**THE CHIEF EXECUTIVE OFFICER RECOMMENDS:**

That the Chicago Board of Education ("Board") adopt a new Student Social and Emotional Health Policy.

PURPOSE: The Illinois Children's Mental Health Act of 2003 (the "Act") requires that the Board establish a policy for incorporating social, emotional and mental health development into the District's educational program. The Act also requires that the Board establish protocols for responding to children with social, emotional or mental health problems that impact learning. This policy was developed to comply with the requirements of this Act.

POLICY TEXT:**I. Introduction**

Since children's social and emotional development is essential underpinnings to school readiness and academic success, the Chicago Public Schools ("CPS") will incorporate social and emotional development into the CPS educational program. The goals for addressing these student developmental needs through an educational program are to:

- Enhance student school readiness, academic success and use of good citizenship skills;
- Foster a safe, supportive learning environment where students feel respected and valued;
- Teach social and emotional skills to all students; and
- Promote student social and emotional well-being by partnering with families and communities.

II. Programming

In order to promote the social and emotional development of all students, CPS will pursue program development in the following areas:

- A. Classroom and School-Wide Programming: Implement evidence-based, age and culturally appropriate classroom instruction and school-wide strategies that teach social and emotional skills, promote optimal mental health, and prevent risk behaviors for all students.
- B. Staff Development and Training: Provide staff development to all school personnel, including administrative, academic, pupil support staff ancillary staff in age-appropriate social, emotional, and academic learning and ways to promote it in the classroom.
- C. Parent and Family Involvement: Provide parents and families with learning opportunities related to the importance of their children's optimal social and emotional development, and ways to enhance it.
- D. Community Partnerships: Establish partnerships with diverse community agencies and organizations to assure a coordinated approach to addressing children's mental health and social and emotional development.
- E. Early Identification and Intervention: Utilize existing protocols to screen, assess and provide early intervention for students who have significant risk factors for social, emotional, or mental health problems that impact learning.
- F. Assessment and Intervention: Build and strengthen referral and follow-up mechanisms for providing effective clinical services for children with social, emotional, and mental health issues that impact learning through student and family support services, school-based Intervention, and school and community linked services and supports.

III. Services

Support services provided by school nurses, school social workers, school psychologists, school counselors will be available for students with social and emotional difficulties that impact learning. Also, linkages and referrals will be available with collaborative partners when more extensive services are needed.

IV. Protocols

The Act specifies that the Illinois State Board of Education ("ISBE") will develop a plan to incorporate social and emotional development standards as part of the Illinois Learning Standards. Upon ISBE issuing such plan and standards, CPS will modify its existing protocols for responding to children with social, emotional, or mental health problems that impact learning for consistency with new state requirements.

LEGAL REFERENCES: 405 ILCS 49/15.

Approved for Consideration:



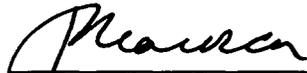
Barbara Eason-Watkins
Chief Education Officer

Approved



Arne Duncan
Chief Executive Officer

Noted:



John Maiorca
Chief Financial Officer

Approved as to Legal Form:



Ruth Moscovitch
General Counsel