

“No Child Left Behind:” The New ESEA Requirements Title I, Part A
Qualifications for Paraprofessionals (Section 1119)
(Implementations in place for Idaho are in italics)

- 1) LEAs must use 5–10% of their Title I-A allocations for professional development for ALL staff
 - a) Title I funds used for professional development activities may be combined with funds from other programs (such as Title II, Title III or state/district funds) but cannot pay for credits.
 - b) Funds used to ensure all teachers and paraprofessionals are Highly Qualified by the end of the 2005-06.
- 2) Paraprofessionals hired after Jan. 8, 2002 and working in programs using NCLB funds, (*Title I-A, Title I-C Migrant, Title I-D Neglected and Delinquent, Title III, LEP*) and ALL paraprofessionals in a Title I Schoolwide, must have a high school diploma or equivalent AND
 - a) Completed 2 years of study at institution of higher education
 - i) *32 academic core credits per ISBO policy: 8 credits/semester = full time*
 - ii) *Verified by official college transcript; **OR***
 - b) Obtained an academic associate’s or higher degree (*in any academic area*)
 - i) *Verified by official college transcript; **OR***
 - c) Met a rigorous standard of quality and can demonstrate on formal state or local academic assessment
 - i) Knowledge of, (*ETS Paraprofessional Assessment, passing score 460*) and the ability to assist in instructing, (*Idaho SDE Paraprofessional Standards/Competencies used for job performance evaluation for ALL paraprofessionals, including special education*) reading, writing, and mathematics (Note: Special Education Paraprofessionals have 3 years from the date of hire to meet the Competencies)
- 3) Existing paraprofessionals paid under NCLB must meet these requirements by the end of the 2006 school year, the same timeframe required for Highly Qualified teachers. (NOTE: Paraprofessionals paid under IDEA must have a written plan to meet the Idaho Standards/Competencies within 3 years of hire. This provision will also apply to NCLB paraprofessionals hired after May 2006).
- 4) Exceptions to paraprofessional requirements are made for those whose duties exclusively involve:
 - a) Translation for second language learners participating in programs.
 - b) Conducting parental involvement activities.
 - c) Non-instructional duties.
- 5) Specifies permitted duties for paraprofessionals as the following:
 - a) Provide one-on-one tutoring for eligible students during non-instructional time by a teacher.
 - b) Assist with classroom management and organizing materials.
 - c) Provide assistance in a computer lab or media center.
 - d) Conduct parental involvement activities.
 - e) Act as a translator.
 - f) Provide instructional services ONLY under the direct supervision of a certified teacher.
 - i) Teacher plans instruction and evaluates student achievement
 - ii) Paraprofessional works in close and frequent physical proximity to teacher (*in same building daily*)
 - g) Assume limited non-program related or supported duties that are assigned to similar personnel for a similar proportion of total work time.
- 6) Professional development must be provided for ALL STAFF and must include the following components:
 - a) Sustained, intensive, classroom-focused activities.
 - b) Instructional strategies taught must be scientifically based research and aligned with standards.
 - c) Activities must be regularly evaluated for effectiveness and revised.
 - d) May include career ladder development for paraprofessionals (*or other training programs but not credits*).
- 7) Principals must “attest annually in writing” that schools are in compliance with all teacher and paraprofessional requirements. SDE will check records during program reviews or site visits.

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