

**TEACHER AIDES/PARAPROFESSIONALS**

The School Board favors the use of paid and volunteer teacher aides/paraprofessionals and considers them to be members of a professional team dedicated to the best interests of students. By relieving teachers of duties that do not require professional training, noncertificated persons allow teachers to dedicate their skills, knowledge and efforts primarily to teaching. Paraprofessionals also can help teachers to provide individualized student instruction and an enriched educational program.

*(cf. 1240 - Volunteer Assistance)*

The district shall use paraprofessionals in those classes where they will provide the greatest benefit to students, taking into consideration such factors as large class size, student age group and teacher workload.

The Superintendent or designee shall ensure that all paraprofessionals have appropriate training and supervision.

Paraprofessionals are expected to be courteous, discrete, cooperative and dependable, to employ high ethical standards as they work with students, and to respect school rules, district policies and administrative regulations.

The Board recognizes the need for qualified teaching staff and encourages paraprofessionals to seek opportunities leading to a teaching credential. The district shall support these efforts to the extent possible, particularly as they relate to obtaining bilingual or special education credentials.

*Paraprofessionals Working In Title I Programs*

Paraprofessionals working in a program supported with Title I funds will meet the qualifications as established by federal law. In compliance with applicable legal requirements, all teacher aides/paraprofessionals with instructional duties that are newly hired in a Title I school program must have a secondary school diploma or its recognized equivalent and: (1) completed at least two years of study at an institution of higher education; (2) obtained an Associate's or higher degree; or (3) met a rigorous standard of quality through a formal state or local academic assessment.

Exception to these requirements may be made with regard to paraprofessionals who act as translators or who coordinate parent involvement activities.

The Superintendent or his/her designee and/or the staff development committee shall develop an appropriate in service program for paraprofessionals.

**TEACHER AIDES/PARAPROFESSIONALS (continued)**

*Legal Reference:*

ALASKA ADMINISTRATIVE CODE

4 AAC 05.080 School curriculum and personnel

4 AAC 52.250 Special education aides

4 AAC 52.255 Interpreters

*Title I of the Elementary and Secondary Education Act, 20 U.S.C. § 6319, as amended by the No Child Left Behind Act of 2001 (P.L. 107-110)*

*34 C.F.R. 200.58-.59 (2002)*

*Revised 11/2016*

*Revised 9/2021*

**TEACHER AIDES/PARAPROFESSIONALS**

Paraprofessionals are auxiliary personnel who work directly with professional educators to assist them in discharging their professional duties. Instructional aides, tutors, noontime assistants, and various similar categories, both volunteer and paid, are included within the definition of paraprofessionals.

**Purpose of the Paraprofessional Aide Programs -- Volunteer and Paid**

Purposes of the paraprofessional aide programs are to:

1. Assist teachers in providing more individualization and enrichment of instruction to their classes.
2. Relieve teachers of many nonteaching duties and tasks.
3. Build an understanding of school problems among citizens, thus stimulating widespread involvement in the total education process.

**Kinds of Services Provided**

The kinds of services which paraprofessionals perform will vary according to local building site needs. Services generally fall into one or more of the following areas:

1. Relieving the professional of clerical, non-instructional, house-keeping, and/or certain instructional tasks.
2. Assisting in classroom management.
3. Giving special aid to students with difficulties such as English as a second language, which may include acting as a translator.
4. Giving special aid to students with exceptional talents.
5. Enriching the curriculum in areas requiring special skills or unique experiences.
6. Providing instructional support services which may include one-on-one tutoring if scheduled at a time when the student wouldn't otherwise receive instruction from a teacher.

## **TEACHER AIDES/PARAPROFESSIONALS (continued)**

### **Responsibilities of the Principal**

The principal's responsibilities include:

1. Responsibility for both volunteer and paid paraprofessional aide programs at his/her site.
2. Organization of the programs within the school.
3. Promotion of good staff-paraprofessional aide relationships.
4. Responsibility for evaluation of the paraprofessionals at his/her site.
5. Attesting to the State Department of Education and Early Development, on an annual basis, that paraprofessionals working in Title I programs meet the qualifications required by the federal No Child Left Behind Act.

### **Responsibilities of the Teacher or Staff Person using a Paraprofessional**

Responsibilities of staff using aides include the following:

1. Become familiar with paraprofessional aide programs and their materials through orientation sessions.
2. Direct and supervise each aide.
3. Provide guidance for each aide.
4. Determine specific duties to be undertaken.
5. Work cooperatively with others in charge of the programs.
6. Implement the key pointers described in the handbooks for teachers and staff.

### **Responsibilities of Paraprofessional Aides - Volunteer and Paid**

Paraprofessionals must be members of a professional team dedicated to working for the best interests of students. All members of the team are expected to be loyal, courteous, cooperative, industrious, and dependable. They must accept responsibility to act with the highest ethical standards as they share with educators the common purpose of educating students, because the commitment is a professional one.

## **TEACHER AIDES/PARAPROFESSIONALS (continued)**

### **Responsibility to the Student**

Responsibility to the student imposes the following obligations:

1. Assuring the school that any personal information about the student will remain confidential.
2. Enjoying the working relationships with students and valuing their achievements, however modest they may be.

### **Responsibility to the Paraprofessional Programs**

Responsibility to the program imposes the following obligations:

1. Being able to accept differences in people, values, standards, goals, ambitions, and having respect for individual integrity.
2. Maintaining consistent and regular attendance.
3. Being reliable and flexible.
4. Having sufficient sense of organizational procedures to be able to accept discipline while working happily within the established structure and policies of the school.
5. Being willing to acquire skills needed to be of value to the school programs.
6. Discussing any specific problems with the supervising staff member or the principal.
7. Using discretion in commenting on school matters, including the performance of individual paraprofessionals or other school personnel.

### **Responsibility to the School**

The responsibility to the school imposes the following obligations:

1. Recognition that the professional staff will specify the tasks aides will perform, the authority aides will be given, and the information and materials aides will use.

**TEACHER AIDES/PARAPROFESSIONALS (continued)**

2. Acknowledging that criticism of school personnel and/or school practices is an ineffective and unsatisfactory method of improving public education.
3. Understanding that regulations and procedures of the school are to be followed at all times.

**Responsibility to Self**

Responsibility to self requires each paraprofessional to:

1. Maintain positive attitudes.
2. Accept the responsibility to help all students develop positive self-esteem.
3. Be responsible for his/her own actions.
4. Know his/her role and be able to express what that role is to the community in a positive manner.
5. Maintain personal cleanliness.
6. Wear appropriate clothing (avoiding extremes).
7. Use appropriate language.
8. Give full cooperation to the total school staff.

*Added 11/03  
Reviewed 9/2021*

**PARAPROFESSIONALS WORKING IN A PROGRAM SUPPORTED WITH TITLE I FUNDS**

All paraprofessionals, including teacher aides, hired after January 8, 2002 and working in a program supported with Title I funds, shall have the qualifications and duties as described in Title I of the Elementary and Secondary Act.

Paraprofessionals, including teacher aides, hired *after* January 8, 2002 shall be told in writing that:

A new federal law requires that new teacher aides and other paraprofessionals working in a program supported with federal funds under Title I have two years of college, an Associate's Degree or higher, or pass a proficiency exam. The State of Alaska is in the process of developing procedures to implement this federal law. The Craig City School District has hired you contingent upon your meeting these requirements when clarified. When we receive this information, we will forward it on to you.

Paraprofessionals, including teacher aides, hired *before* January 8, 2002 shall be told in writing that:

A new federal law requires that teacher aides and other paraprofessionals working in a program supported with federal funds under Title I meet new requirements effective January 8, 2006. This new federal law requires that paraprofessionals have two years of college, an Associate's Degree or higher, or pass a proficiency exam. The State of Alaska is in the process of developing procedures to implement this federal law. When we receive this information, we will forward it on to you.

This new law is re-printed below:

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**§ 1119(c) New Paraprofessionals**

(1) **In General** - Each local educational agency receiving assistance under this part shall ensure that all paraprofessionals hired after the date of enactment of the No Child Left Behind Act of 2001 and working in a program supported with funds under this part shall have —

- (A) completed at least 2 years of study at an institution of higher education;
- (B) obtained an associate's (or higher) degree; or

(C) met a rigorous standard of quality and can demonstrate, through a formal State or local academic assessment —

- (i) knowledge of, and the ability to assist in instructing, reading, writing, and mathematics; or
- (ii) knowledge of, and the ability to assist in instructing, reading readiness, writing readiness, and mathematics readiness, as appropriate.

(2) **Clarification** - The receipt of a secondary school diploma (or its recognized equivalent) shall be necessary but not sufficient to satisfy the requirements of paragraph (1)(C).

**§ 1119(d) Existing Paraprofessionals** - Each local educational agency receiving assistance under this part shall ensure that all paraprofessionals hired before the date of enactment of the No Child Left Behind Act of 2001, and working in a program supported with funds under this part shall, not later than 4 years after the date of enactment satisfy the requirements of subsection (c).

**§ 1119(e) Exceptions For Translation And Parental Involvement Activities** - Subsections (c) and (d) shall not apply to a paraprofessional —

- (1) who is proficient in English and a language other than English and who provides services primarily to enhance the participation of children in programs under this part by acting as a translator; or
- (2) whose duties consist solely of conducting parental involvement activities consistent with section 1118.

**§ 1119(f) General Requirement For All Paraprofessionals** - Each local educational agency receiving assistance under this part shall ensure that all paraprofessionals working in a program supported with funds under this part, regardless of the paraprofessionals' hiring date, have earned a secondary school diploma or its recognized equivalent.

**§ 1119(g) Duties Of Paraprofessionals** -

- (1) **In General** - Each local educational agency receiving assistance under this part shall ensure that a paraprofessional working in a program supported with funds under this part is not assigned a duty inconsistent with this subsection.

- (2) **Responsibilities Paraprofessionals May Be Assigned** - A paraprofessional described in paragraph (1) may be assigned —
- (A) to provide one-on-one tutoring for eligible students, if the tutoring is scheduled at a time when a student would not otherwise receive instruction from a teacher;
  - (B) to assist with classroom management, such as organizing instructional and other materials;
  - (C) to provide assistance in a computer laboratory;
  - (D) to conduct parental involvement activities;
  - (E) to provide support in a library or media center;
  - (F) to act as a translator; or
  - (G) to provide instructional services to students in accordance with paragraph (3).

(3) **Additional Limitations** - A paraprofessional described in paragraph (1) —

- (A) may not provide any instructional service to a student unless the paraprofessional is working under the direct supervision of a teacher consistent with section 1119; and
- (B) may assume limited duties that are assigned to similar personnel who are not working in a program supported with funds under this part, including duties beyond classroom instruction or that do not benefit participating children, so long as the amount of time spent on such duties is the same proportion of total work time as prevails with respect to similar personnel at the same school.

**§ 1119(h) USE Of Funds** - A local educational agency receiving funds under this part may use such funds to support ongoing training and professional development to assist teachers and paraprofessionals in satisfying the requirements of this section.

**§ 1119(i) Verification Of Compliance** -

- (1) **In General** - In verifying compliance with this section, each local educational agency, at a minimum, shall require that the principal of each school operating a program under section 1114 or 1115 attest annually in writing as to whether such school is in compliance with the requirements of this section.

(2) **Availability Of Information** - Copies of attestations under paragraph (1) —

(A) shall be maintained at each school operating a program under section 1114 or 1115 and at the main office of the local educational agency; and

(B) shall be available to any member of the general public on request.

**§ 1119(j) Combinations Of Funds** - Funds provided under this part that are used for professional development purposes may be combined with funds provided under title II of this Act, other Acts, and other sources.

**§ 1119(k) Special Rule** - Except as provided in subsection (l), no State educational agency shall require a school or a local educational agency to expend a specific amount of funds for professional development activities under this part, except that this paragraph shall not apply with respect to requirements under section 1116(c)(3).

**§ 1119(l) Minimum Expenditures** - Each local educational agency that receives funds under this part shall use not less than 5 percent, or more than 10 percent, of such funds for each of fiscal years 2002 and 2003, and not less than 5 percent of the funds for each subsequent fiscal year, for professional development activities to ensure that teachers who are not highly qualified become highly qualified not later than the end of the 2005-2006 school year.

*Added 11/03  
Reviewed 9/2021*