Paraprofessional Requirements

Idaho Administrative Rule
08.02.02.007.10

Paraprofessional. A noncertificated individual who is employed by a school district or charter school to support educational programming. Paraprofessionals must work under the direct supervision of a properly certificated staff member for the areas they are providing support. Paraprofessionals cannot serve as the teacher of record and may not provide direct instruction to a student unless the paraprofessional is working under the direct supervision of a teacher.

a. To qualify as a paraprofessional the individual must have a high school diploma or general equivalency diploma (GED) and:
   i. Demonstrate through a state approved academic assessment knowledge of and the ability to assist in instructing or preparing students to be instructed as applicable to the academic areas they are providing support in; or
   ii. Have completed at least two (2) years of study at an accredited postsecondary educational institution; or
   iii. Obtained an associate degree or higher level degree; demonstrate through a state approved academic assessment knowledge of and the ability to assist in instructing or preparing students to be instructed as applicable to the academic areas they are providing support in.

b. Individuals who do not meet these requirements will be considered school or classroom aides.

c. Duties of a paraprofessional include, but are not limited to, one-on-one tutoring; assisting in classroom management; assisting in computer instruction; conducting parent involvement activities; providing instructional support in a library or media center; acting as a translator in instructional matters; and providing instructional support services. Non-instructional duties such as providing technical support for computers, personal care services, and clerical duties are generally performed by classroom or school aides, however, this does not preclude paraprofessionals from also assisting in these non-instructional areas.

(3-29-17)

Note:
For Federal Programs Monitoring- In a Title I schoolwide program, all paraprofessionals in the school are considered Title I paraprofessionals. However, in a targeted assistance program, only paraprofessionals who are paid with Title I funds are considered Title I paraprofessionals.

In Idaho, the “rigorous formal state assessment” is the ParaPro Assessment offered by the Education Testing Service (ETS). For more information, go to [www.ets.org](http://www.ets.org). Click on ‘Tests’ link and then the ParaPro Assessment link. Information about the test and how and when to register to take the test is available at the ETS website.

Every Student Succeeds Act (ESSA)

Section 1111(g)(2)(M)
The State has professional standards for paraprofessionals working in a program supported with funds under this part, including qualifications that were in place on the day before the date of enactment of the Every Student Succeeds Act.

Targeted Assistance Schools:
Section 1115(d)(2) assume limited duties that are assigned to similar personnel who are not so paid, 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.
Parents Right to Know information:
Section 1112(e)(1)(A)
At the beginning of each school year, a local educational agency that receives funds under this part shall notify the parents of each student attending any school receiving funds under this part that the parents may request, and the agency will provide the parents on request (and in a timely manner), information regarding the professional qualifications of the student’s classroom teachers, including at a minimum, the following:
(i) Whether the student’s teacher—
(I) has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
(II) is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived; and
(III) is teaching in the field of discipline of the certification of the teacher.
(ii) Whether the child is provided services by paraprofessionals and, if so, their qualifications.

Professional Development:
Section 1114(b)(7)(A)(iii)(IV) Schoolwide Programs
Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects.

Section 1115(b)(2)(D) Targeted Assistance Schools
Providing professional development with resources provided under this part, and, to the extent practicable, from other sources, to teachers, principals, other school leaders, paraprofessionals, and, if appropriate, specialized instructional support personnel, and other school personnel who work with eligible children in programs under this section or in the regular education program.

Section 1116(a)(3)(D)(i) Parent and Family Engagement
Supporting schools and nonprofit organizations in providing professional development for local educational agency and school personnel regarding parent and family engagement strategies, which may be provided jointly to teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, early childhood educators, and parents.

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