DIVISION OF FEDERAL PROGRAMS Qualifications for Teachers and Paraprofessionals Verification of Compliance

The No Child Left Behind Act of 2001, Title I, Section 1119(i)(1) requires the principal of each school operating a program under Section 1114 or Section 1115 to attest annually in writing as to whether such school is in compliance with the requirements of both sections.

LEA Name: ___________________________  AUN Number: __________

School Name: ___________________________  Principal Name: __________

The signature below attests that the school is in compliance with the requirements of Section 1119, Qualifications of Teachers and Paraprofessionals.

Check all that apply:

☐ Teachers paid with Title I funds and/or working in a schoolwide program hired on or after July 1, 2002, meet the highly qualified requirements.
  [Title I, Section 1119(a)(1) Regs. 200.55(a)]

☐ Each LEA receiving Title I funds has developed a plan to ensure that all core academic subject teachers will be highly qualified no later than the end of the 2005-2006 school year.
  [Title I, Section 1119(a)(3) Regs. 200.55(b)]

☐ Instructional paraprofessionals paid with Title I funds and/or working in a schoolwide program have:
  1. completed 2 years of study at an institution of higher education (48 college-level credits);
  2. obtained an associate’s degree or higher; or
  3. met a rigorous standard of quality and have demonstrated, through a formal local academic assessment, knowledge of and the ability to assist in the instruction of reading, writing and mathematics (or, as appropriate, reading readiness, writing readiness, and mathematics readiness).
  [Title I, Section 1119(d) Regs. 200.58(a) and (d)]
Instructional paraprofessionals paid with Title I funds and/or working in a schoolwide program hold a secondary school diploma or its equivalent.

[Title I, Section 1119(c)(2) Regs. 200.58(b)]

Copies of attestation forms shall be maintained at each school operating a program under Section 1114 or 1115 and at the main office of the LEA, and shall be made available to any member of the general public upon request.
HQT Individualized Professional Development Plan

Any core content teacher of record who is hired by the district and who is not Highly Qualified in their assignment, must develop, in consultation with his/her school district, an HQT Individualized Professional Development Plan (IPDP) to attain Highly Qualified Teacher Designation. The teacher and the district must agree to and sign the HQ IPDP within 30 days of the date of hire. (See form attached below). If the teacher does not achieve HQT Designation status within 3 years of the date the IPDP was signed he/she cannot continue to work in that non-Highly Qualified assignment. The superintendent may, at his or her discretion, shorten the 3 year maximum as circumstances warrant.

The HQT IPDP must be updated yearly until the teacher completes the plan and attains HQT status.

Any teacher making satisfactory progress on his/her HQT IPDP may continue to teach the core content area(s) for which he/she is seeking HQT status, even though that teacher will not be considered Highly Qualified until the teacher completes the IPDP and demonstrates subject matter competency in the core content area(s). Teachers who are neither Highly Qualified nor engaged in an HQT IPDP should not be assigned as the primary instructor of any core content area class. Districts must report to the public and parents the Highly Qualified Teacher status of all teachers in accordance with federal requirements.

If a teaching assignment changes, the federal Highly Qualified Teacher requirements must be met for each new and continuing core academic subject assignment.

1 The School District Superintendent may extend any Individual Professional Development Plan on an individual, case-by-case basis when exceptional circumstances warrant the extension. Exceptional circumstances include active military duty, debilitating medical condition and authorized family medical leave. A teacher wishing to apply for an extension must do so by submitting a written application to the Superintendent setting forth the exceptional circumstances and providing any documentation or other evidence deemed pertinent.
Pennsylvania Highly Qualified Teacher
Individual Professional Development Plan

Teacher Name: ________________________________

School District: _____________________________ Building: _________________

Areas of Pennsylvania Certification: _______________________________________

Current Core Academic Subject Assignments: ________________________________

_____________________________________________________________________

Core Academic Assignment(s) for which the educator has not yet met the federal definition of a highly qualified teacher: ________________________________

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<thead>
<tr>
<th>Actions</th>
<th>Specific Activity to Be Accomplished</th>
<th>Timeline for Completion</th>
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<tbody>
<tr>
<td>1. Take and Pass the appropriate PRAXIS II content test</td>
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<tr>
<td>2. Take additional college coursework and/or approved professional development courses</td>
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<tr>
<td>3. Other (Be specific)</td>
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<td></td>
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</tbody>
</table>

Teacher signature: ________________________________ Date: ____________

Superintendent (or designee) name and title: ________________________________

Superintendent (or designee) signature: ________________________________ Date: __________

Please note: a copy of this form must be maintained on file by the Superintendent.

PDE, $XJXVW