

Currently, approximately 311 teacher-aides are employed in the D.C. Public School System. These individuals were employed prior to the passage of Public Law 89-810, and paid from funds authorized by other legislation. The requirement of 60 semester hours has necessitated the reduction in grade of teacher-aides, who, although having experience, do not have the educational attainment. The amendment would allow equivalent experience as qualifying in the same manner as other GS-4's qualify under the Classification Act.

The amendment in the proposed legislation would also eliminate the 5 percent limitation on the number of teacher-aide positions allowed to be established by the D.C. Public School System. This restriction has seriously curtailed the program, since funds from many sources, such as the Elementary and Secondary Education Act, are available and cannot be used. Table 8 provides a summary of fund sources for teacher-aide programs in other school systems.

TABLE 8.—SOURCES OF FUNDS FOR TEACHER-AIDE PROGRAMS, 1965-66—SCHOOL SYSTEMS ENROLLING 12,000 OR MORE PUPILS

[In percent]

Source of funds	Provides partial funding	Provides total funding
Public school funds.....	63.1	25.3
ESEA (Elementary and Secondary Education Act).....	63.6	24.9
Office of Economic Opportunity.....	27.2	1.4
Foundations.....	7.4	-----
Special state funds.....	3.2	0.5

Source: NEA Research Bulletin, vol. 45, No. 2, May 1967.

The teacher-aide program can only be effective if it can give teachers more time for teaching. This concept has been well explained in the Title I, Model School Proposal, in the following manner:

"Teachers who are overburdened with the extraordinary range of tasks demanded of them are not in a position to meet the many instructional and developmental needs of deprived children. It is therefore essential to offer these teachers some help, so as to free them to use the talents and insights they possess * * * If the children have the chance to relate to more than one adult in a classroom, and if they have available to them the attentions of more than one adult, it stands to reason that they will receive more highly individualized instruction."

I am informed that the proposed amendment of section 5(c) of the Teachers' Salary Act of 1955 will materially enhance the teacher-aide program in the D.C. Public School System.

B. Service Step Assignment

An amendment of section 7(a) of the Teachers' Salary Act of 1955 is being requested in order that those persons in positions in Class 15, appointed from outside the D.C. Public School System, such as librarians and counselors, can be given experience credit for educational experience other than as librarians or counselors.

There is already interchangeability within Class 15 positions for those appointed from within the D.C. Public School System.

C. Probationary Tenure Credit

The proposed amendment of section 8(a) allows an employee to be given credit toward satisfaction of the 2-year probationary period when serving in different positions in a salary class.

For example, the Act currently provides that a teacher in order to attain permanent status must serve two years of probationary service *in that position*; however, if the teacher should have also served as a counselor or librarian within the two-year period he or she must continue as a probationary employee until two years have been served in a single position. This amendment will allow a teacher, school officer, or other employee under the Act to be given credit for serving two years in any position in the class as satisfaction of the probationary tenure requirement.

D. Correction of Effective Date for Educational Attainment

The proposed amendment of section 10(a) allows the Board of Education to credit the educational attainment of a teacher or school officer 12 months prior to the date of approval by the Board. Employees who have acquired advanced