

Policy 5710: Educational Support Professionals

Status: DRAFT

Original Adopted Date: Pending

1. Educational support professionals are under the supervision of a principal and a teacher to whom the principal may have delegated responsibility for close direction. The nature of the work accomplished by educational support professionals will encompass a variety of tasks that may be inclusive of “limited instructional duties.”
2. Under federal law, an educational support professional, also known as a “para-educator,” an “education assistant” or an “instructional assistant,” is defined as an individual who is employed in a preschool, elementary school, or secondary school under the supervision of a certificated or licensed teacher, and includes persons employed in language instruction, educational programs, special education programs, and migrant education programs.
3. Educational support professionals are employed by the District mainly to assist the teacher. An educational support professional is an extension of the teacher, who legally has direct control and supervision of the classroom or playground and is responsible for the control and welfare of the students.
4. In compliance with applicable legal requirements, the Board shall require all educational support professionals with instructional duties that are newly hired to have a high school diploma or general equivalency diploma (GED) and:
 - A. 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
 - B. Have completed at least two (2) years of study at an accredited post-secondary educational institution, or
 - C. Obtained an associate degree or higher level degree;
5. It is the responsibility of each principal and teacher to provide adequate training for an educational support professional. This training should take into account the unique situations in which an educational support professional works and should be designed to cover the general contingencies that might be expected to pertain to that situation. During the first 30 days of employment, the supervising teacher or administrator shall continue to assess the skills and ability of the educational support professional to assist in reading, writing, and mathematics instruction.
6. The Superintendent shall develop and implement procedures for an annual evaluation of educational support professionals. Evaluation results shall be a factor in future employment decisions.

USC - United States Code References

Description

20 USC § 6312	Local Education Agency Plans - https://simbli.eboardsolutions.com/SU/O27Dnu4ju5Z34cU7UUL1sg==
20 USC § 6314	School Wide Programs, as amended by ESSA of 2015 - https://simbli.eboardsolutions.com/SU/Z5mlkQgPdVO2eHEzOdIfcQ==