4120 - EMPLOYMENT OF SUPPORT STAFF

Support employees include all those employees who work in non-instructional, non-contracted roles and serve at the pleasure of the Board subject to dismissal, transfer, promotion, or resignation and the provisions of the collective bargaining agreement.

A regular employee is a person employed in a continuing position on a daily schedule after having completed a ninety (90) calendar day probationary period. Extensions to this period may be granted by mutual written consent of the employee and the immediate supervisor. Employees who have not completed such period of employment may be discharged without recourse and shall not be subject to the provisions of the grievance procedure for bargaining unit employees.

A District student who is at least sixteen (16) years old may be employed in School Age Child Care Programs.

Support positions are those listed in the applicable bargaining unit agreement as well as some nonbargaining positions.

The employment of support staff members prior to approval by the Board is authorized when their employment is required to maintain continuity in District operations. Employment shall be recommended to the Board no later than the month following employment.

Any support staff member’s misstatement of fact material to qualifications for employment or the determination of salary shall be considered to constitute grounds for dismissal.

All support personnel shall become familiar with the policies of the Board and other such policies, regulations, memoranda, bulletins, and handbooks that pertain to their duties in the District. Any support staff member employed by the Board who shall be guilty of any willful violation of the policies of the Board shall be guilty of gross insubordination and shall be subject to dismissal or such other lesser penalty as the Board may prescribe.

REQUIREMENTS FOR INSTRUCTIONAL PARAPROFESSIONALS

All instructional assistants employed by the District shall have:

A. completed at least two years of study at an institution of higher education; or

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

1. knowledge of, and the ability to assist in instructing, reading, writing, and mathematics; or

2. knowledge of, and the ability to assist in instructing, reading readiness, writing readiness, and mathematics readiness, as appropriate.
The receipt of a secondary school diploma (or its recognized equivalent) shall be necessary but not sufficient to satisfy the requirements of A-C above.

**EXCEPTIONS:** The requirements in A-C above shall not apply to an assistant who provides services primarily to enhance the participation of children in programs under PL 107-110 by acting as a translator, or whose duties consist solely of conducting parental involvement activities consistent with section 1118 of Title I of PL 107-110.

All paraprofessionals employed by the District to provide instructional support services in Title I school-wide programs and instructional paraprofessionals paid with Title I, Part A funds in targeted assistance programs shall be "highly qualified".

The requirements for to be considered a "highly qualified" instructional paraprofessional are established by the Florida Department of Education. Accordingly, one of the following requirements must be met:

A. an associate’s or higher degree;

B. two (2) years of study at an institution of higher education; or

C. a rigorous State or local assessment of knowledge of and the ability to perform the following duties

   1. assist in the instruction of reading, writing, and mathematics; or
   2. assist in the instruction of reading readiness, writing readiness, and mathematics readiness, as appropriate.

Instructional paraprofessionals working for a Title I supported program may be assigned to duties as follows:

A. providing one-on-one tutoring for eligible students during times when the teacher would not otherwise be instructing the student;

B. assisting with classroom management, such as organizing instructional and other materials;

An Individual Paraprofessional Development Plan (IPDP) (Form 4120 F1) and an Agreement to Meet Qualifications (Form 4120 F2) shall be on file for each paraprofessional employed by the District to provide instructional support services in Title I school-wide programs or instructional paraprofessional paid with Title I, Part A funds in targeted assistance programs who does not meet the criteria to be considered "highly qualified". The IPDP shall require the paraprofessional to make annual progress towards "highly qualified" status. Failure to satisfactorily complete the IPDP are subject to re-assignment or termination, consistent with provisions in any applicable collective bargaining contract.

**AUTHORIZED ACTIVITIES FOR NON-INSTRUCTIONAL PARAPROFESSIONALS**

The activities to which non-instructional paraprofessional may be assigned include the following:

A. personal care services;

B. parent involvement activities;
C. food service;
   
D. playground/cafeteria supervision;
   
E. bus aides/bus attendants;
   
F. clerical duties
   
G. non-instructional computer assistance;
   
H. non-instructional media center/library supervision;
   
I. translators (not providing instructional support).

F.S. 1012.01, 1012.37, 1012.38, 1012.40
F.A.C. 6A-1.0502(11), 6A-1.070
20 U.S.C. 6301
The Elementary & Secondary Educ. Act (No Child Left Behind)

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