

Instruction

Paraeducators

The Superintendent may employ paraeducators for supplementary instructional and non-instructional duties in the educational program in positions authorized by the Board. They will assist teachers in such duties as:

1. Managing and maintaining records, materials, and equipment.
2. Attending to the physical needs of children.
3. Performing other limited services to support teaching duties when such duties are determined and directed by a teacher or administrator.
4. Lunchroom duties.

Qualifications

In compliance with applicable legal requirements, the Board shall require all paraeducators with instructional duties that are newly hired in a Title I school program to have a secondary school diploma or its recognized equivalent and to have:

1. Completed at least two years of study at an institution of higher education;
2. Obtained an Associate's or higher degree; or
3. Met a rigorous standard of quality through a formal state or local academic assessment.

Exception to these requirements may be made with regard to paraprofessionals who act as translators or who coordinate parent involvement activities.

Professional Development

The Professional Development and Evaluation Committee shall develop, evaluate, and annually update a comprehensive local professional development plan for paraeducators of the district.

The annual program of professional development shall be made available at no cost to the paraeducator. The program must be at least eighteen (18) hours in length, with a preponderance of time spent in a small group or individual instructional setting.

The professional development program must

- (1) be a comprehensive, sustained and intensive approach to improving paraeducator effectiveness in increasing student knowledge achievement;

Instruction

Paraeducators

- (2) focus on refining and improving various effective instruction methods that are shared between and among paraeducators;
- (3) foster collective responsibility for improved student performance; and
- (4) include training in culturally responsive pedagogy and practice.

The program must also be comprised of professional learning that

- (1) is aligned with rigorous state student academic achievement standards;
- (2) is conducted among paraeducators at the school and facilitated by principals, coaches, mentors, distinguished educators, or other appropriate teachers;
- (3) occurs frequently on an individual basis or among groups of paraeducators in a job-embedded process of continuous improvement; and
- (4) includes a repository of best practices for instruction methods developed by paraeducators within each school that is continuously available to such paraeducators for comment and updating. The principles and practices of social-emotional learning and restorative practices must be integrated throughout the components of the program.

The Board shall offer professional development activities to paraeducators as part of a paraeducator's professional development plan. These professional development activities may be made available directly by the Board of Education, through a RESC or cooperative arrangement with another board, or through arrangements with any CSDE-approved professional development provider. The activities must be consistent with any goals identified by the paraeducator and Board.

Paraprofessionals are employed so that the certified staff may direct their energies to the students' education. The Principal, Director and the supervising teacher are jointly responsible for making final decisions related to the duties and responsibilities to be assigned to a paraprofessional.

(cf. [4222](#) - Teacher Aides/Paraprofessionals)

Legal Reference: Connecticut General Statutes
P.A. 22-118 Sections 257-258

Policy revised: May 9, 2023
Policy adopted: April 11, 2000

HAMDEN PUBLIC SCHOOLS
Hamden, Connecticut