




STATE OF CONNECTICUT  
DEPARTMENT OF EDUCATION



**TO:** Directors of Special Education and Pupil Services

**FROM:** Isabelina Rodriquez Ed.D., Chief, Bureau of Special Education 

**DATE:** November 27, 2015

**SUBJECT:** Role of Paraprofessionals in Individualized Education Programs (IEPs) and the participation of assigned paraprofessionals at Planning and Placement Team (PPT) meetings

This memo is to serve as further guidance for school districts regarding the June 2015 agreement between the Connecticut State Department of Education (CSDE) and the American Federation of Teachers (AFT) which clarifies the role of Paraprofessionals in the IEP process.

Per this agreement and as stated in the current *IEP Manual* – January 2015 (see <http://www.sde.ct.gov/sde/cwp/view.asp?a=2626&q=322680>) paraprofessionals may be included in the *Special Education, Related Services, and Regular Education Services* grid on page 11 of the IEP. “Paraprofessional” may be listed as the role of the “Service Implementer” in this grid along with other relevant information (i.e., Goal #, Frequency, Responsible Staff, Start and End Dates of Service, and the Site). As indicated on page 23 of the IEP Manual: “Responsible staff is the professional(s) responsible for designing specially designed instruction, monitoring the implementation of the IEP and reporting progress towards achievement of the annual goals. Service Implementers are the school staff responsible for direct instruction and implementation of the IEP goals and objectives.”

The frequency and duration of supports provided by the Service Implementer are determined by the PPT and as indicated in the IEP Manual: “*Frequency* may be indicated in a way that most accurately reflects the service implementation (i.e., 3 hours/week, 2 - forty-five minute periods/week, or 1 hour/month).”

If a Paraprofessional is utilized to provide support to a classroom of students (e.g., a “classroom Paraprofessional”), the PPT should record this on Page 8 of the IEP under *Frequency and Duration of Supports Required for School Personnel to Implement this IEP*. If, on the other hand, a Paraprofessional is being utilized to provide specially designed instruction or a related service to a child under the supervision of a certified or licensed service provider, this service should be recorded under the *Special Education Service* or *Related Services* heading, as appropriate, in the grid at the top of Page 11. If the Paraprofessional time is reported here, the title of the certified or licensed staff member who is overseeing the provision of these services must be included in the *Staff Responsible* field. The *Service Implementer* field would identify the Paraprofessional and the certified staff person. The amount of time each implementer will work directly with the child should be specified under *Description of Instructional Service Delivery*.

Examples of how to include Paraprofessionals in the *Special Education, Related Services, and Regular Education Services* can be found on pages 26-28 of the *IEP Manual*.

Pursuant to Public Act 15-5, Section 277, effective July 1, 2015, parents and guardians have the right to have the school paraprofessional assigned to their child, if any, be present at and participate in all portions of any PPT meeting at which their child's educational program is being developed, reviewed or revised.

"Assigned to" means that the child's IEP includes support for the child that may be described as one-to-one, adult support, paraprofessional as needed, or other similar description. It would also include a classroom paraprofessional who has been assigned to a child's classroom due to the presence of the child in the classroom. The assignment of the paraprofessional, no matter the label, must be in the child's IEP and may be found on pages 2, 8 and/or 11.

- The "paraprofessional assigned to a child" may work in a general education classroom, co-taught classroom, self-contained classroom or community setting. If the IEP includes such support for an extended school year or extended school day program, then the individual in that position is also a "paraprofessional assigned to a child." If a child has multiple paraprofessionals, then each of those paraprofessionals would be considered a paraprofessional assigned to the child.
- For children with more than one paraprofessional, in most cases the parents or guardians would have one paraprofessional present at the PPT meeting.
- It is expected that parents will provide reasonable notice to the District if they wish to have their child's paraprofessional attend a PPT meeting. In most cases, five school days would constitute reasonable notice.

The *NOTICE OF PLANNING AND PLACEMENT TEAM MEETING* Form ED623 has been revised to include the parent's right to invite the paraprofessional assigned to the student to the meeting. The new form may be found at <http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Special/ED623.pdf>.

If you have questions, please contact the Bureau of Special Education - Rhonda Kempton at 860-713-6924 or [Rhonda.Kempton@ct.gov](mailto:Rhonda.Kempton@ct.gov) or Gail Mangs at 860-713-6938 or [Gail.Mangs@ct.gov](mailto:Gail.Mangs@ct.gov).