Message from the Deputy Chancellor

Dear Colleagues,

I am pleased to be able to share the following information with you regarding the IEP/Intervention teacher position. This document is intended to address questions that have arisen and to provide clarifications regarding this role. The posting for the IEP/Intervention teacher position was created in collaboration with the UFT in order to support schools and students where there is a high rate of referral for special education services and a high number of students with Individualized Education Programs (IEPs). In a system where one in five students has an IEP and only nine percent of students with disabilities in grades 3 through 8 are proficient in reading, it is imperative that we work together to ensure that all students are receiving the instruction and intervention that they need in order to become proficient readers and achieve in all areas.

The IEP/Intervention teacher is a learning specialist who will work with students who are struggling readers to improve their academic skills and ensure appropriate referrals for special education services. They will provide specialized and/or individualized instruction and intervention to our students and will closely monitor student progress, adjusting interventions when warranted. In their role in IEP meetings, and as the provider of individual and/or small group evidence based interventions, IEP/Intervention teachers will help to ensure that students who truly need special education support are referred and identified as students with disabilities.

The initial focus of the IEP/Intervention teacher has been on reading. In future years, the expectation is that the expertise of the IEP/Intervention teacher will expand to include evidence based instruction and interventions in mathematics and behavior as well.

We look forward to you joining us on this critical journey as we work together to improve outcomes for all of our students, and we are here to support you. Principals who require additional assistance regarding the IEP/Intervention teacher position can reach out to the Director of Special Education at your Field Support Center (FSC). Thank you very much for your ongoing commitment and dedication to all of our students.

Sincerely,

Corinne Rello-Anselmi
IEP/Intervention Teacher Guidance

Introduction/Purpose of the IEP/Intervention teacher position

The posting for the position of IEP/Intervention teacher was created in collaboration with the UFT in order to better meet the needs of students who are at risk of being referred for special education services, as well as students who currently have IEPs. This is a three year position as outlined below. We are committed to ensuring that IEP/Intervention teachers are able to provide high quality, evidence-based instruction and intervention.

The IEP/Intervention teacher is a centrally-funded position that is allocated to designated schools only, based on the number of students with IEPs and the rate of special education referrals in the school. If you have questions regarding whether or not your school receives funding for this position, please see SAM # 12.

The main purpose of the role of the IEP/Intervention teacher is to ensure that all students, with and without IEPs, receive the specialized and/or individualized instruction and intervention needed to succeed. In their role in IEP meetings, and as the provider of individual and/or small group instruction and interventions, IEP/Intervention teachers also help to ensure only appropriate referrals and identification of students with disabilities.

Roles and Responsibilities of the IEP/Intervention Teacher

The IEP/Intervention teacher is a learning specialist who will:

- For at least 5 periods per week attend initial IEP team meetings (meetings of students who have been referred/evaluated for special education services for the first time) and/or provide coverage for special education teachers to attend IEP meetings of the children they serve (this may include annuals, reevaluations, etc.).

  For the remaining time responsibilities include but are not limited to:

- For a maximum of 5 periods per week, provide IEP mandated specially designed instruction (may include SETSS, part-time ICT or part-time special class services). Services should be provided to the same students every day.
- Provide individual and/or small group evidence based interventions and progress monitoring for students at risk of referral in general education and students with disabilities. This should occur for at least 7 periods in the IEP/Intervention teacher’s schedule. Topics for instruction and intervention will be consistent with expertise
developed through centrally sponsored professional development for IEP/Intervention teachers.

- May also periodically deliver workshops and/or provide coaching support to teachers and/or paraprofessionals on evidence based reading interventions.
- Attend PD approved by central Special Education Office on evidence-based interventions.

Identification of IEP/Intervention Teacher in School Budget

In schools with a centrally funded IEP/Intervention teacher position, the special educator assigned to the position must be identified as the IEP teacher in Galaxy. Only one person may be identified as the IEP teacher; the IEP/Intervention teacher responsibilities cannot be split between two or more staff members.

IEP/Intervention Teacher Rating

IEP/intervention teachers will be evaluated using the Satisfactory/Unsatisfactory (S/U) system. Instructional employees who are evaluated using the S/U system include teachers who teach less than 40% of a full time position.

Filling other roles in addition to that of IEP/Intervention Teacher

The IEP/Intervention teacher cannot serve in any other role in the school that may detract from their responsibilities as the IEP/Intervention teacher, and thus should not be assigned other out of classroom duties. The Special Education Coordinator and the Special Education Liaison are different roles than that of the IEP/Intervention teacher. It is always beneficial to build and expand capacity at schools, so that there is more than one person who is able to support students with IEPs. When not participating in IEP team meetings for newly referred students or providing coverage for special education teachers so they can attend IEP team meetings for their students, the IEP/Intervention teacher should be working with students. For a maximum of five periods, IEP/Intervention teachers can provide IEP mandated specialized instruction to the same group of students in a SETSS, ICT or special class setting. The remainder of the time should be devoted to providing evidence based interventions and progress monitoring to general education students at risk of academic failure, and to special education students, as well as periodically providing workshops or coaching support to teachers

1 If an IEP Teacher is eligible for an Advance (HEDI) rating they will receive one.
and/or paraprofessionals on evidence based interventions as needed. The IEP/Intervention teacher also may not serve as a Model Teacher or Teacher Mentor.

IEP/Intervention teachers may not be asked to cover classes other than those of special education teachers who are attending IEP team meetings for their students, nor can they maintain a cluster schedule or teach more than the designated 5 periods of mandated classes (i.e. SETSS ICT, or special class).

**Involvement in IEP meetings**

The IEP/Intervention teacher is only required to attend IEP meetings for their own students, i.e., students for whom they are providing IEP mandated services, and for students who have been evaluated for special education services for the first time (an initial meeting). They may act as district representative in an IEP meeting that they are attending but since they are only required to attend initial meetings and meetings for their own students there will be many other IEP meetings where they are not present. Typically the school psychologist, an administrator, or the child’s special education teacher will act as district representative at these meetings. The requirements for district representative are that it be “a representative of the school district who is qualified to provide or supervise special education and who is knowledgeable about the general education curriculum and the availability of resources of the school district, provided that an individual who meets these qualifications may also be the same individual appointed as the special education teacher or the special education provider of the student or the school psychologist. The representative of the school district shall serve as the chairperson of the committee.” (Part 200.3)

**Postings/Seniority**

This is a three year position. The teacher selected for this position will continue in the position as long as the school remains eligible for the allocation for the position and the IEP/Intervention teacher continues to be eligible. Teachers are eligible for the IEP/Intervention teacher position if they possess a valid NYS teaching certificate in special education for the grade levels served by the school and a minimum of three years satisfactory experience as a special education teacher and/or serving in the position of IEP teacher. If a vacancy exists for this position for any reason, the position should be posted using the updated posting, which can be found [here](#).

Accepting this position does not impact a teacher’s seniority as a special education teacher.
Training and Professional Development

The Special Education Office provides training on research and evidence based programs for all identified IEP/Intervention teachers. Centrally funded IEP/Intervention teachers are able to login to the website https://schoolsnyc.csod.com to register. Resource materials are also posted at that website. IEP/Intervention teachers who complete all required professional development sessions will receive appropriate credit toward completion of their Continuing Teacher Leader Education (CTLE) requirements.

In addition, the NYC DOE Response to Intervention (RTI) page provides information on assessment and progress monitoring, and the Special Education Resources page has information on progress monitoring toward IEP goals as well as other resources and training materials.

Some training sessions on specific programs include providing participants with the materials from that program in order to be able to implement it.

Additional Assistance and Resources

Please feel free to reach out to specialeducation@schools.nyc.gov and/or check our intranet website and the cornerstone website for additional information, upcoming training, and/or support. If you have questions specifically about training or are having difficulty registering please email specialeducationpd@schools.nyc.gov.

We recognize that school administrators are working to ensure that resources are allocated in such a way as to best meet the needs of all of their students, including ensuring that the IEP/Intervention teacher role is used as intended. As always, principals who need assistance resolving a specific situation may contact their FSC and IEP/Intervention teachers who have been unsuccessful at resolving issues at the school level may contact their UFT representative. Schools receiving an IEP/Intervention teacher allocation will be reviewed to confirm that the teacher has been selected and programmed in accordance with the posting, SAM and this guidance. It is imperative that the allocation is used as intended.
Examples of IEP/Intervention Teacher Schedules

The purpose of the following examples is to offer just one sample of what an IEP/Intervention teacher’s schedule might look like. There will absolutely be variability from school to school. The important thing is that it follows the mandates of the position, which include that at least 5 periods are used for IEP initial meetings or coverages for teachers attending meetings, up to 5 periods of instruction for mandated students, and at least seven periods used to provide interventions.

We urge IEP/Intervention teachers to consider selecting one to one tutoring, performing student assessment activities, or professional development for their administrative professional periods. These are the selections from the menu in your collective bargaining agreement (numbers 2, 4, and 5) that are most strongly aligned with the intent of the IEP teacher position. In this way there will be time built into your schedule for intensive intervention, progress monitoring, and professional development.
Examples of IEP/Intervention Teacher Schedules

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IEP/Intervention Teacher Schedule – Elementary School

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<th>Extended Day</th>
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<tbody>
<tr>
<td>Monday</td>
<td>Small Group Reading Instruction</td>
<td>IEP</td>
<td>Prep</td>
<td>IEP</td>
<td>Lunch</td>
<td>SETSS</td>
<td>Small Group Intensive Reading Instruction</td>
<td>Small Group Intensive Reading Instruction</td>
<td>PD</td>
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<td>Tuesday</td>
<td>Small Group Intensive Reading Instruction</td>
<td>IEP</td>
<td>SETSS</td>
<td>IEP</td>
<td>Lunch</td>
<td>Prep</td>
<td>Small Group Intensive Reading Instruction</td>
<td>Small Group Intensive Reading Instruction</td>
<td>OPW and Family Engagement</td>
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<tr>
<td>Wednesday</td>
<td>Small Group/Individual Intensive Reading Instruction e.g. S.P.I.R.E.</td>
<td>IEP</td>
<td>SETSS</td>
<td>Small Group/Individual Intensive Reading Instruction e.g. S.P.I.R.E.</td>
<td>Lunch</td>
<td>Professional Period</td>
<td>Small Group Intensive Reading Instruction</td>
<td>Prep</td>
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<td>Thursday</td>
<td>Small Group Intensive Reading Instruction</td>
<td>Small Group Intensive Reading Instruction</td>
<td>SETSS</td>
<td>Prep</td>
<td>Lunch</td>
<td>Small Group Intensive Reading Instruction</td>
<td>IEP</td>
<td>IEP</td>
<td>N/A</td>
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<tr>
<td>Friday</td>
<td>Small Group Intensive Reading Instruction</td>
<td>SIT</td>
<td>SETSS</td>
<td>Prep</td>
<td>Lunch</td>
<td>IEP</td>
<td>Small Group Intensive Reading Instruction</td>
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**IEP/Intervention Teacher – Secondary**

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<tr>
<td>Monday</td>
<td>Small Group Intensive Reading Instruction</td>
<td>IEP</td>
<td>Prep</td>
<td>SIT</td>
<td>Lunch</td>
<td>SETSS</td>
<td>Small Group Intensive Reading Instruction</td>
<td>Prof Period</td>
<td>PD</td>
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<tr>
<td>Tuesday</td>
<td>Small Group Intensive Reading Instruction</td>
<td>IEP</td>
<td>Prep</td>
<td>IEP</td>
<td>Lunch</td>
<td>SETSS</td>
<td>Small Group Intensive Reading Instruction</td>
<td>Prof Period</td>
<td>OPW and Family Engagement</td>
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<tr>
<td>Wednesday</td>
<td>Small Group Intensive Reading Instruction</td>
<td>IEP</td>
<td>Prep</td>
<td>IEP</td>
<td>Lunch</td>
<td>SETSS</td>
<td>Small Group Intensive Reading Instruction</td>
<td>Prof Period</td>
<td>N/A</td>
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<tr>
<td>Thursday</td>
<td>Small Group Intensive Reading Instruction</td>
<td>IEP</td>
<td>Prep</td>
<td>IEP</td>
<td>Lunch</td>
<td>SETSS</td>
<td>Small Group Intensive Reading Instruction</td>
<td>Prof Period</td>
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<td>Friday</td>
<td>Small Group Intensive Reading Instruction</td>
<td>IEP</td>
<td>Prep</td>
<td>Small Group Intensive Reading Instruction</td>
<td>Lunch</td>
<td>SETSS</td>
<td>Small Group Intensive Reading Instruction</td>
<td>Prof Period</td>
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