

## **SCHOOL ALLOCATION MEMORANDUM NO. 16, FY 2022**

**DATE:** June 18, 2021

**TO:** Executive Superintendents  
Community Superintendents  
High School Superintendents  
Borough/Citywide Office Teams  
School Principals

**FROM:** Lindsey Oates, Chief Financial Officer

**SUBJECT: Individualized Education Program (IEP) Intervention Teacher Allocation**

This memorandum provides an additional special education teacher allocation to selected schools in order to ensure sufficient teacher participation at IEP meetings as well as direct instruction and intervention to “at risk” and special education students. The goal is to ensure that only appropriate referrals are made, and that students are receiving high quality, research-based instruction and intervention in order to achieve success and avoid inappropriate referrals for special education services.

Schools were selected based on a review of the number and percent of students with IEPs enrolled in each school. Schools that were found to have the highest enrollment of students with IEPs were selected to receive this allocation, with preference given to schools that previously received the allocation and continue to have 70 or more students with disabilities. Where schools had the same number of students with IEPs, the school with the highest percentage of students with IEPs received the funding.

Comprehensive Support and Improvement (CSI) and Targeted Support and Improvement (TSI) schools that previously received the allocation will continue to receive the allocation. This allocation is subject to change every three years, as student populations shift across the system. The 3-year review took place in SY 2020-2021.

This allocation funds 960 IEP/Intervention teachers, over and above other special education teacher allocations and without regard to Teacher of Special Education vacancies that may still exist. All schools must continue to ensure the participation of the student’s special education teacher during annual reviews and re-evaluations of students receiving special education services.

As per the United Federation of Teachers (UFT) collective bargaining agreement for IEP intervention teachers, schools are required to program at least 5 periods of an IEP intervention teacher’s weekly schedule (not preparation or professional periods) to prepare for, and participate in, IEP meetings of students initially referred for special education, and to cover classes of other special education teachers who must attend IEP meetings of their students. In the event that no IEP or coverage work is required, on a given day during this portion of the teacher’s schedule, the principal may also direct the teacher to perform prevention and intervention services or other instructional tasks in accordance with the collective bargaining agreement.

A maximum of 5 periods in an IEP intervention teacher’s weekly schedule may be programmed, at the discretion of the principal, to provide mandated instruction for students with disabilities (i.e. Special Education Teacher Support Services (SETSS), integrated co-teaching or special education classes).

A minimum of seven of the remaining instructional periods will be used to provide intervention to students at risk and/or students with disabilities with a focus on research based intervention for students at risk of referral. Subsequently more intensive instruction can be provided to students who have not responded to initial interventions. The Special Education Office (SEO) provides professional development on these interventions to all IEP teachers, and principals are required to make their IEP teacher available for all sessions.

The remaining periods may be used to participate in pupil personnel, School Implementation Team (SIT) or other child study teams, provide training and support to other teachers on research-based interventions and assessments, and/or receive required training on evidence-based interventions.

Every school's IEP teacher funding is contingent on the principal hiring a teacher, identifying the teacher in Galaxy, and enrollment for a training cohort by October 1, 2021. The principal must also make the IEP teacher available for all SEO trainings and ensure the IEP Teacher is delivering instruction and intervention as outlined above, or funding is subject to removal. Questions may be directed to SEO.

Should schools lose IEP Teacher funding due to closure, consolidation or inability to fulfill the IEP Teacher requirements, the following indicators will be used to identify new schools' eligibility to receive the allocation: referral rates, number of students with disabilities, number of students receiving free and reduced-price lunch.

Collective bargaining is included in the school average teacher salary, allocated for each position. Funds are available in Galaxy in allocation categories: **TL RS IEP TEACHER** and **TL RS IEP TEACHER HS**.

[Download a copy of the School Allocation Memorandum No. 16, FY 2022](#)

Attachment:

Table 1 – IEP Teacher School Allocation Summary

LO: ms

C: Christina Foti  
Linda Chen  
Michael Feliciano  
John Hammer  
Kimberly Ramones