

## **SCHOOL ALLOCATION MEMORANDUM NO. 16, FY 2023**

**DATE:** June 3, 2022

**TO:** Community Superintendents  
High School Superintendents  
Division of School Leadership Field 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 students who are “at risk” and students with IEPs. 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.

The Centrally Funded IEP/Intervention teacher is a posted three-year instructional position. The current three-year cycle began in 2020-2021 school year and will culminate at the end of the 2022-2023 school year. The teacher selected for this position in the 2020-2021 school year will continue in the position for the remainder of the three-year cycle, as long as the school remains eligible for the allocation for the position and the teacher continues to be eligible. Teachers who enter the position in the middle of the three-year cycle (hired and staffed in the 2021-2022 or the 2022-2023 school years) will remain in the position until the cycle ends (at the culmination of the 2022-2023 school year).

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 five periods in the Centrally Funded 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 of referral and/or students with disabilities using the research-based intervention program identified by the Special Education Office (SEO). Subsequently the Centrally Funded IEP/Intervention Teacher can provide more intensive instruction to students who have not responded to initial interventions. Data is used to drive these instructional decisions; IEP intervention teachers are required to collect pre and post assessment data and ongoing progress monitoring data and submit this data to central facilitators. The Special Education Office provides professional development on these interventions to all Centrally Funded IEP/Intervention 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.

Funding for a school's Centrally Funded IEP/Intervention IEP teacher funding is contingent on the principal hiring a teacher, identifying the teacher in Galaxy, and enrolling the teacher in a training cohort by October 1, 2022. The IEP Teacher schedule/program must also be indicated in STARS and kept up to date. 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 and 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 2023](#)

Attachment:

Table 1 – IEP Teacher School Allocation Summary

LO: ms

C: Carolyne Quintana  
Christina Foti

John Hammer

Kimberly Ramones