

ICT Frequently Asked Questions

If an ICT class only has two students coming on Group A day and no special education students on Cohort B or C days, can that ICT special education teacher be assigned to a different grade level ICT class for Cohort B and Cohort C days?

If there are no students with IEPs on site on a given day, the special education teacher can be deployed elsewhere, assuming they continue to participate in instructional planning time with the general education teacher and Blended Remote Teacher supporting the class.

What are the guidelines for self-contained fully remote classes?

The class should be established with the same expectations as if it were an in-person class: class ratio aligned to the IEP and with age and functional level range requirements, assigned to a remote special education teacher, and operate with the synchronous/asynchronous expectations applied to all classes.

Can a remote ICT teacher be paired with an in-person teacher (and vice versa)?

No. Both members of the in-person co-teaching pair must be present in-person. For additional guidance see next question.

What if a school doesn't have enough in-person special education teachers to assign an in-person special educator to the in-person ICT pair for blended students on their in-person days?

Every effort, including the reassignment of special education teachers with school funded out-of-classroom positions, should be made to assign a certified blended in-person special education teacher and a certified blended in-person general education teacher to each blended ICT section.

In the instance that a school has insufficient certified special education teachers teaching on-site to cover all special classes and ICT classes, the Blended Remote Teacher **must** be a certified special education teacher and the school should identify a substitute who is a certified special education teacher and contact their superintendent for support. The blended remote teacher(s) will coordinate learning with the blended in-person co-teaching partners.

Additionally, schools have the flexibility to bridge ICT classes (as long as the bridge does not combine testing grades with non-testing grades) and create two consecutive grade ICT bridge classes to maximize teacher capacity.

Collocated/Campus schools should consider leveraging shared instruction in order to maximize the use of special education teachers in order to fully serve as many students as possible.

Can an in-person special education teacher be assigned to teach remote only students or blended students on remote days?

Yes. The in person special education teacher can be assigned to teach students working remotely should their schedule allow. For example, a special education teacher that is programmed to teach two periods each day of blended in-person ICT may support that class as the blended remote ICT teacher with their remaining 3 periods or may be scheduled to provide 3 periods of direct services (SETSS, ICT, SC) to either a blended in-person class or a remote class, or a combination of both. This is true for all special education assignments including Integrated Co-teaching (ICT).

What are the caseload limits for blended remote special education teachers?

To allow for teaching blended remote cohorts on different days, blended remote special education teachers can teach double their typical caseload, (i.e., a blended remote special education teacher can be assigned to one 12:1:1 class and one 8:1:1 class or two 12:1:1 classes; an ICT teacher can have double their typical caseload as long as they are not teaching more than

12 students with IEPs at any given time and the 60%/40% ratio is maintained). Special Educators should not exceed the ICT class ratio, or maximum Special Education class size during synchronous instruction in a given time.