

Centrally Funded IEP/Intervention Teacher Guidance

Introduction – Purpose of the Centrally Funded IEP/Intervention teacher position

The posting for the position of Centrally Funded 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 to provide additional support to students who currently have IEPs. 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 [link forthcoming].

The main purpose of the role of the IEP/Intervention teacher is to ensure that 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 serve as an important resource for teachers considering referral of students for special education evaluation.

Roles and Responsibilities of the Centrally Funded 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 a minimum of one (1) to a maximum of five (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.
- For the balance of the schedule, 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. Topics for instruction and intervention will be consistent with expertise developed through centrally sponsored professional development for IEP/Intervention teachers.

In the event the number of periods required in a given week to prepare for and participate in initial IEP team meetings and provide coverage for teachers to attend IEP team meetings is fewer than the number allocated, such time will be used to:

- Administer curriculum-based assessments for at risk general education students
- Periodically deliver workshops to colleagues
- Provide coaching support to teachers and/or paraprofessionals on evidence-based reading interventions.

IEP/Intervention teachers will also attend PD approved by the central Special Education Office on evidence-based interventions.

Identification of Centrally Funded 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, and the IEP/Intervention teacher responsibilities cannot be split between two or more staff members.

Centrally Funded 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.¹

Filling other roles in addition to that of Centrally Funded 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. Specifically, the IEP/Intervention teacher must not be assigned to serve as the Special Education and/or IEP Coordinator, Special Education Liaison, Teacher Mentor, Model Teacher or other non-instructional roles. The IEP/Intervention teacher should not serve as the district representative at IEP Team meetings for students other than students initially referred and students for whom the IEP/Intervention teacher is providing IEP mandated services. When not participating in IEP team meetings for newly referred students or providing coverage for special education teachers so that they can attend IEP team meetings for their students, the IEP/Intervention teacher should be working directly with students.

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

¹ If an IEP/Intervention teacher is eligible for an Advance (HEDI) rating, they will receive one.

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). These are the only IEP meetings where the IEP/Intervention teacher will also serve as the District Representative.²

Postings/Seniority

IEP/Intervention teacher 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 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/Intervention teacher. For the 2020-21 school year, the position should be posted by all schools that will be receiving the allocation, using the updated posting, which can be found here [link forthcoming].

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://schoolsny.com/csod> 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.

Some training sessions on specific programs include providing participants with the materials from that program in order to be able to implement it. If you have questions specifically about training or are having difficulty registering, email specialeducationpd@schools.nyc.gov.

² 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)

Additional Assistance and Resources

Principals who need assistance in scheduling IEP/Intervention teachers in accordance with the posting and this guidance, may contact their Borough/Citywide Office, 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. The allocation must be used as intended.

Examples of Centrally Funded IEP/Intervention Teacher Schedules

The purpose of the following examples is to offer just a sample of what an IEP/Intervention teacher's schedule might look like. There will always be variability from school to school, but all schedules must follow the mandates of the position: at least 5 periods for IEP initial meetings or coverages for teachers attending meetings, and from 1 to 5 periods of instruction for mandated students, with the balance of the teacher's program 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 that are most strongly aligned with the intent of the IEP/Intervention 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

	1	2	3	4	5	6	7	8	Extended
Monday	Small Group Reading Instruction	IEP	Prep	IEP	Lunch	SETSS	Small Group Intensive Reading Instruction	Small Group Intensive Reading Instruction	PD
Tuesday	Small Group Intensive Reading Instruction	IEP	SETSS	IEP	Lunch	Prep	Small Group Intensive Reading	Small Group Intensive Reading Instruction	OPW and Family Engagement
Wednesday	Small Group/Individual Intensive Reading Instruction e.g. S.P.I.R.E.	IEP	SETSS	Small Group/Individual Intensive Reading Instruction e.g. S.P.I.R.E.	Lunch	Professional Period	Small Group Intensive Reading Instruction	Prep	N/A
Thursday	Small Group Intensive Reading Instruction	Small Group Intensive Reading Instruction	SETSS	Prep	Lunch	Small Group Intensive Reading Instruction	IEP	IEP	N/A

IEP/Intervention Teacher Schedule – Secondary

	1	2	3	4	5	6	7	8	Extended Day
Monday	Small Group Intensive Reading Instruction	IEP	Prep	SIT	Lunch	SETSS	Small Group Intensive Reading Instruction	Prof Period	PD
Tuesday	Small Group Intensive Reading Instruction	IEP	Prep	IEP	Lunch	SETSS	Small Group Intensive Reading Instruction	Prof Period	OPW and Family Engagement
Wednesday	Small Group Intensive Reading Instruction	IEP	Prep	IEP	Lunch	SETSS	Small Group Intensive Reading Instruction	Prof Period	N/A
Thursday	Small Group Intensive Reading Instruction	IEP	Prep	IEP	Lunch	SETSS	Small Group Intensive Reading Instruction	Prof Period	N/A
Friday	Small Group Intensive Reading Instruction	IEP	Prep	Small Group Intensive Reading Instruction	Lunch	SETSS	Small Group Intensive Reading Instruction	Prof Period	N/A