

SCHOOL ALLOCATION MEMORANDUM NO. 12, FY 2019

DATE: May 25, 2018

TO: Community Superintendents
High School Superintendents
Field Support Center Teams
School Principals

FROM: Raymond J. Orlando, 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 their 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.

Renewal schools that previously received the allocation will continue to receive the allocation.

This allocation is subject to change every three years as student population shifts across the system and was last reviewed and updated for SY 2017-2018.

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 for students receiving special education services.

As per the UFT collective bargaining agreement for IEP/Intervention teachers, schools are required to program at least five 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 7 of the remaining instructional periods will be used to provide intensive instruction and/or intervention to students at risk and/or students with disabilities with a focus on evidence-based intervention for students at risk of referral. 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 special education teachers on research-based interventions, and/or receive training on evidence-based interventions.

Questions may be directed to the Special Education Office.

Collective bargaining is included in the school average teacher salary amount 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. 12, FY 2019](#)

Attachment(s):

Table 1 – IEP Teacher School Allocation Summary Table

Table 2 – IEP Teacher School Allocation Detail

RJO:pp

C: Corinne Rello-Anselmi

Christina Foti