

O. Special Education (IEP) Teacher Allocation

Schools are required to ensure proper participation of special education teachers at IEP meetings for students initially referred for special education evaluations conducted at the school. To ensure sufficient teacher participation at IEP meetings in addition to direct instruction to Special Education “at risk” students, an additional special education teacher allocation is provided to selected schools. Schools were selected based on a review of three years of initial assessment caseload data at each school. Nine hundred and sixty schools (the majority of elementary and middle schools and selected high schools) were found to have the greatest number of initial IEP meetings over the three-year period or potentially the greatest need. (See Section O1 for a table of school allocations

http://www.nycenet.edu/offices/d_chanc_oper/budget/dbor/allocationmemo/fy04-05/datafiles/o1.xls

The allocation is being provided to 960 schools 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 (as they have in the past) to ensure the participation of the student's special education teacher during re-evaluations for students receiving special education services.

Schools will be required to program part of a special education teacher(s) weekly schedule (not preparation or professional periods) to prepare for and participate in IEP meetings of students initially referred to special education and to cover classes of other special education teachers who must attend IEP meetings of their students for requested and triennial reevaluations. 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.

During the remaining instructional periods in a teacher's weekly schedule, the teacher must be programmed to provide Special Education Teacher Support Services (SETSS), or teach in a Collaborative Team Teaching or a self-contained special education class part-time. It is imperative that the teacher(s) who participate at IEP meetings also provide some amount of direct instructional services to students in the school as part of their regular schedule.