SCHOOL ALLOCATION MEMORANDUM NO. 61, FY 2023

Revised November 30, 2022

DATE: October 28, 2022

TO: Community Superintendents
    High School Superintendents
    Division of School Leadership Field Teams
    School Principals

FROM: Seritta Scott, Chief Financial Officer

SUBJECT: Supplemental Supports for Students with IEPs

This memorandum is intended to support schools in the important work of providing additional instruction and related services to each student with an IEP to ensure continued progress and to address the pandemic’s impact on these students. In addition to supporting students with IEPs through the school-wide approach to Academic Recovery, schools should reference this guidance as well as the Compensatory Services Guidance to address each student’s individual need for additional service(s) this school year.

American Rescue Plan Act (ARPA) Overview
On March 11, 2021, the President signed into law the American Rescue Plan Act of 2021 (ARPA). Funds must be used to help meet a wide range of needs arising from the coronavirus pandemic, including activities and interventions that respond to students’ academic, social, and emotional needs and address the disproportionate impact of COVID-19 on underrepresented student subgroups. ARPA funds are temporary and supplemental.

ARPA for Academic Recovery
In accordance with the state and federal ARPA guidance, school districts must use a portion of funds to support academic recovery activities or what the United States Department of Education (USDE) refers to as academic impact of lost instructional time.

The activities designated in this SAM are intended to meet this requirement, and these funds must be spent in accordance with the parameters outlined below.

This funding is available for expenses incurred July 1, 2022 through June 30, 2023. Schools are encouraged to schedule funds and implement eligible programming as soon as possible. As this is a temporary fund source, these funds cannot be used to hire full-time staff.

As with all federal funding, these funds are subject to monitoring and audit. All purchasing and payroll documentation, including timesheets, must be retained on site at the school to support expenditures, and must be available to present upon request.

Allocation Timeframe
Funds may be spent by schools in a way that meets the needs of their unique student population given that all spending falls under the allowable cost factors. Schools will receive 60% of the allocation amount through an initial allocation. A second allocation for the remaining 40% will be allocated in the spring.
Special Education Compensatory Services - Required Activities for All Schools

Students with IEPs may be recommended to receive “compensatory” services, in addition to current recommended services that the student has received, to address any lack of expected progress experienced as a result of the period of blended and remote learning between March 2020 and August 2021. Schools are no longer required to run after-school or Saturday SERS programs for all students with IEPs during the 2022-2023 school year. School-based recovery efforts will instead focus on compensatory services determinations and implementation, as described here. Not all students with IEPs will be recommended for compensatory services.

Schools should first attempt to provide recommended compensatory services during the school day, to the greatest extent possible. In the event compensatory services are recommended that cannot be provided during the school day or in existing DOE programs (e.g., Saturday related services sites or the Sensory Education, Exploration and Discovery (SEED) program), this allocation should be used to facilitate provision of services, including Special Education Teacher Support Services (SETSS), related services (speech-language therapy, OT, PT, counseling, hearing education services, vision education services), and other supports and services, as determined by the IEP team. Service provision options using this allocation include coverage and per session.

Additional information on making compensatory service determinations must be reviewed in advance of schools utilizing these funds and can be found on the InfoHub.

Schools must make every effort to deliver compensatory services in person. If schools are unable to identify staff for in-person compensatory services, a blended and/or remote instructional program may be considered. Principals know best if their students can benefit from remote services and should take careful consideration of the benefits/drawbacks of remote learning before initiating this form of service. For families who express concern about their child’s ability to benefit from remote instruction, in-person instruction should be provided to the greatest extent possible. Staff may deliver remote services from home if services are provided outside of the school day. Schools should continue to make all related services available in person, to the greatest extent possible, and may consult with their related service providers and/or supervisor to ascertain whether a student may benefit from teletherapy. OT, PT, and speech providers must obtain and log remote consent using the Family Remote Consent Form prior to initiating remote services. Parents must be included in the decision whether services will be provided remotely, as they are included in the development of IEPs for their students. These remote activities are allowable pursuant to the Chancellor’s Regulation C-175 and based on Chancellor’s Policy for 2022-2023 school year.
<table>
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<th>Category</th>
<th>Allowable Activities</th>
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| Per Session/Per Diem | Per session for:  
  • Teachers (including 6th period coverage, program paraprofessionals, Ed Para Daily/ APP/ SE Teacher/ H&V providers to implement instruction and intervention related to compensatory services  
  • Funding additional 1:1 or small group para support based on health and safety and/or social/emotion needs  
  • Funding alternate placement para support to ensure language access in the event schools cannot provide compensatory services from a bilingual special education teacher  
  • Funding additional special education teachers to provide intervention in groups for groups smaller than 5-6 based on student need  
  • Funding a site supervisor (Principal, Assistant Principal, EA), when needed  
  • Funding related service providers (OT, OT, Speech, Counseling) to implement compensatory services  
   
   These activities may take place during the school day (not to be delivered during core instructional time), after school, on Saturdays (school determined sites only, not central), or in a blended/remote setting, with parent consent. |

Funding will be placed in school budgets in the allocation category, ARPA Academic Recovery SE Comp Services

Special Education Teacher Support Services (SETSS) Provider Training
As part of the Special Education Compensatory Services initiative, the Special Education Office will ensure that every DOE school, identified for SETSS provider training in SY 2022-2023, can fund coverage for SETSS teachers to attend multisensory Orton Gillingham based literacy intervention training and purchase materials for these interventions. Materials for intervention trainings will be purchased by the Central Special Education Office. Through this training series, SETSS providers will have a literacy intervention program to use, when providing services to students with IEPs receiving SETSS, and provide supplemental targeted instruction to students with and without IEPs.

SETSS providers, who are not also serving in the role as a Centrally Funded (CF) IEP teacher, will be selected based on a caseload review of at least four students with IEPs as indicated in STARS. SETSS provider identification for training will occur on a rolling basis noting that schools with the highest number of SETSS provider student caseloads will be prioritized to receive this allocation.

By nature of their position, SETSS providers will have dedicated time to implement a literacy intervention program through IEP mandated services and sessions. SETSS providers will also be positioned to collaborate and support the general education teacher through a push-in and consultation teaching model.

Below is the list of allowable activities for the use of the ARPA SPED Intervention Training allocation category for schools.
**Category** | **Allowable Activities**
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**Teacher Per Diem** | Per diem for teachers:
  - To attend training on interventions during the school day
    - All schools receive 7 days of SPED teacher per diem to cover teachers attending training in specific interventions and functions of SETSS providers

Funding will be placed in school budgets in the allocation category, **ARPA SPED Intervention Training**

Download a copy of the School Allocation Memorandum No. 61, FY 2023

Attachment(s):
Table 1 – Supplemental Supports for Students with IEPs Allocation Summary
Table 2 – SETSS Per Diem Allocation Summary

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