

SCHOOL ALLOCATION MEMORANDUM NO. 70, FY 2022

DATE: November 12, 2021

TO: Executive Superintendents
Community Superintendents
High School Superintendents
Borough/Citywide Office Teams
School Principals

FROM: Lindsey Oates, Chief Financial Officer

SUBJECT: ARPA Academic Recovery Special Education Services for Students with IEPs

This memorandum is intended to support schools providing additional instruction and related services to each student with an IEP to ensure a successful homecoming. In addition to supporting students with IEPs through the school-wide approach to [Academic Recovery](#), schools should reference this guidance as well as the [Special Education Guidance](#) to develop a comprehensive plan of support for students.

For services under this SAM only, a blended and/or remote instructional program may be considered for special education recovery services. These remote activities are allowable pursuant to the Chancellor's Regulation C-175 and based on Chancellor's Policy for 2021-2022 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 September 1, 2021 through June 30, 2022. 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.

Overview

Special Education Recovery Services:

- are instruction and related services made available to students with IEPs to help close gaps brought on by the pandemic's disruption to learning
- provide students with targeted services that will supplement but not supplant students' IEP programs and services
- are targeted at the needs of individual students based on the impacts of the pandemic as identified in the teacher's assessment of each student's progress toward IEP goals
- are being made available to all students with IEPs
- will be based on all areas for which they receive special education or related services
- will be delivered in a manner that addresses inadequate progress toward grade level standards or skills that may have been lost

Additional information on programmatic expectations for Special Education Recovery Services must be reviewed in advance of schools utilizing these funds and can be found on the [InfoHub](#).

Schools must utilize posting templates to staff the special education recovery services program. To bolster or enhance interest in the program, and where allowable as outlined in the allowable cost factors below, schools may utilize a Community-Based Organization (CBO) to provide supplemental enrichment activities related to recovery services, and should refer to the list of approved [vendors](#) on the InfoHub. Schools are encouraged to use Multiple Task Award Contracts (MTACs) to procure these services. MTACs are pre-established price and service agreements that enable schools to quickly procure a wide variety of services from fully vetted providers at negotiated prices. MTAC service categories relevant to this SAM include Counseling Services, Tutoring/Homework Assistance, Reading and Literacy Support, and Social Emotional Learning. Procurements above \$25K require a competitive process, which is executed by DOE schools/offices via the MTAC tool.

- To log in to the [MTAC](#) tool and use your Outlook credentials.
- To view a tutorial on how schools can use the [MTAC Tool](#) and print handout

Allocation Methodology

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.

ARPA Academic Recovery SE After-School Instruction: Funds have been allocated proportionally based on the number of students with IEPs at each school location. Schools are funded to provide 2 hours per week of teacher and paraprofessional per session over a 9-week period for every 15 students with IEPs. As students sign up for special education recovery services and are programmed for instruction in STARS, schools must monitor their allocations to ensure the program is staffed to the needs of the students participating in services. Adjustments to the allocations will be made in the Spring. Additionally, schools may use this allocation for an MTAC to utilize a CBO partner or partners to provide instructional services directly related to Special Education Recovery Services as described above.

Schools will receive 80% of the allocation amount for per session, and 100% of the OTPS allocation. Adjustments to the allocations based on student participation will be made in the Spring.

ARPA Academic Recovery SE Intervention Training: Funds are allocated based on material costs and teacher or para per diem to receive training in DOE approved interventions. Refer to the *Evidenced Based Interventions* section below for a breakdown of the number of days considered in this allocation.

Schools will receive 100% of the allocation.

ARPA Academic Recovery SE RS Related Services: Funds have been allocated proportionally based on the number of students with IEP mandates for each type of related service with additional funds provided for students with risk factors.

Schools will receive 80% of the allocation amount. Adjustments to the allocations based on student participation will be made in the Spring.

ARPA Academic Recovery SE Counseling: Funds are allocated using the same methodology as other related services described above. Additionally, schools may use this allocation for an MTAC to utilize a CBO partner or partners to provide counseling services directly related to Special Education Recovery Services as described above.

Schools will receive 80% of the allocation amount. Adjustments to the allocations based on student participation will be made in the Spring.

ARPA Academic Recovery SE Planning Prep: An additional \$10M is allocated for case managers to complete Special Education Recovery Services planning, including the completion of the parental notices in SESIS, in accordance with the MOA developed on September 17, 2021.

Schools will receive 100% of the allocation amount.

Recovery Services Reserves

A reserve fund has been established for schools requiring additional funds to provide the level of services required. Schools may submit requests to their BCO Special Education Director and Budget Director via a [web form](#) established for that purpose, available on the InfoHub in the coming weeks. Upon confirmation of the need, the BCO will submit to DFDC and SEO/ORS for final review and disbursement.

Special Education Recovery Services - Required Activities for All Schools

Below is the list of required activities for these funds.

Instructional Afterschool Program School Allocation

Funds from the “Instructional Afterschool Program School Allocation” provide per session and 6th period coverage funding for special education teachers and per session for paraprofessionals to provide small group instruction and support as outlined above. If schools are unable to secure special education teachers through a local posting, a range of alternative staffing options are available, including a local general education teacher posting. As stated above, schools may utilize funds to provide instructional services through CBO staff in an effort to enhance interest in the program. Schools are strongly encouraged to ensure staff are trained in DOE-approved [intervention programs](#). Posting templates are available on the [InfoHub](#). For any ongoing staffing challenges, principals must contact their BCO for support in contract/P4 issuance. In the event that teachers and/or paraprofessionals are staffed via contracting or P4 issuance, the BCO will take steps to reduce the schools’ per session allocation accordingly.

K-12 Instructional Materials

Funds have been allocated to support schools in purchasing instructional supplies and materials necessary to deliver special education recovery services. Funds can be used for:

- Generic supplies such as paper, ink, notebooks, classroom materials, etc.
- Subscriptions, such as additional student licenses for interventions or online access to supplemental instructional programs.

Intensive Small Group Intervention

Based on screener results, some students may require more intensive supports and targeted interventions. For these students, schools must employ evidence-based interventions and have a clear process of documenting and monitoring pre-referral supports. Below is the **additional list of allowable activities** for the use of the **ARPA Academic Recovery SE After-School Instruction** allocation category for schools.

Category	Allowable Cost Factors
Teacher Per Session	Per session, including 6 th period coverage, for teachers to: <ul style="list-style-type: none"> • Implement instruction and intervention related to Special Education Recovery Services <ul style="list-style-type: none"> ○ Determined by individualized recovery plans ○ May take place after school; on Saturdays (school determined sites only, not central); in limited circumstances, and based on parent preference, during the school day (not to be delivered during core instructional time), or in a blended/remote setting, with parent consent.
Community Based Organization (CBO) / Educational Consultants	Funding for leveraging an existing MTAC to contract with a CBO partner to: <ul style="list-style-type: none"> • Provide supplemental enrichment activities related to Special Education Recovery Services, such as: <ul style="list-style-type: none"> ○ Tutoring and/or homework assistance ○ Reading and Literacy Support ○ Social Emotional Learning ○ Other enrichment activities to bolster recovery services programming ○ May take place after school or on Saturdays (school determined sites only, not central)
Para Per Session	Per session for program paraprofessionals: <ul style="list-style-type: none"> • To implement instruction related to Special Education Recovery Services <ul style="list-style-type: none"> ○ Determined by individualized recovery plans ○ May take place after school; on Saturdays (school determined sites only, not central); in limited circumstances, and based on parent preference, during the school day (not to be delivered during core instructional time), or in a blended/remote setting, with parent consent.
1:1 Supports Per Session	Per session/Ed Para Daily / APP/ SE Teacher / H&V providers: <ul style="list-style-type: none"> • To implement instruction related to Special Education Recovery Services <ul style="list-style-type: none"> ○ Funding for students who need additional 1:1 or small group para support based on health and safety and/or social/emotion needs ○ Funding for alternate placement para support to ensure language access in the event schools cannot provide recovery services from a bilingual special education teacher

Category	Allowable Cost Factors
	<ul style="list-style-type: none"> ○ Funding for additional special education teachers to provide intervention in groups for groups smaller than 5-6 based on student need based on screener results ○ Funding for a site supervisor (Principal, Assistant Principal, EA) for Special Education Recovery Services, when needed ○ May take place after school; on Saturdays (school determined sites only, not central); in limited circumstances, and based on parent preference, during the school day (not to be delivered during core instructional time), or in a blended/remote setting, with parent consent.
<p style="text-align: center;">Instructional Supplies</p>	<p>Purchase of research-based instructional curriculum and related supplies:</p> <ul style="list-style-type: none"> • Generic supplies such as paper, ink, notebooks, classroom materials, etc. • Subscriptions, such as additional student licenses for interventions or online access to supplemental instructional programs.

Evidenced Based Intervention Training Allocation

As part of the Special Education Recovery Services initiative, the Special Education Office will ensure that every DOE school can purchase materials for Tier 2 and Tier 3 interventions in literacy and math and provide coverage for one teacher and one paraprofessional to attend training in specific interventions in SY 2021-2022.

This will support the following outcomes:

- Provide Tier 2 and Tier 3 interventions to students with disabilities who require intervention instruction as part of Special Education Recovery Services
- Provide Tier 2 and Tier 3 intervention instruction to students identified pre-referral and at risk
- Provide Tier 2 and Tier 3 intensive small group intervention to students who require this based on screener results

Elementary Schools are allocated 4 days of per diem for teachers and 2 days of per diem for paraprofessionals. Secondary schools are allocated 3 days of per diem for teachers and 1 day of per diem for paraprofessionals. Per Diem is to be used to cover teachers and paraprofessionals who are attending training during the school day.

Schools are also provided with OTPS funding to purchase one set of materials for each of the intervention programs listed below. Information on purchasing intervention materials can be [found here](#). Funds can be used for:

- Purchasing Tier 2 and Tier 3 intervention materials in the following programs for Elementary Schools:
 - Sound Sensible
 - SPIRE
 - Great Leaps Literacy
 - Great Leaps Oral Calculation

- Purchasing Tier 2 and Tier 3 intervention materials in the following programs for Secondary Schools:
 - Rewards
 - TransMath
 - Great Leaps Literacy (for paraprofessionals)
 - Great Leaps Oral Calculation (for paraprofessionals)

Below is the **additional list of allowable activities** for the use of the **ARPA Academic Recovery SE Intervention Training** allocation category for schools.

Category	Allowable Cost Factors
Teacher Per Diem	<p>Per diem for teachers</p> <ul style="list-style-type: none"> • To attend training on interventions during the school day <ul style="list-style-type: none"> ○ Elementary schools receive 4 days of SPED teacher per diem to cover teachers attending training in specific interventions ○ Secondary schools receive 3 days of SPED teacher per diem to cover teachers attending training in specific interventions
Para Per Diem	<p>Per diem for paraprofessionals:</p> <ul style="list-style-type: none"> • To attend training on interventions during the school day <ul style="list-style-type: none"> ○ Elementary schools receive 2 days of SPED paraprofessional per diem to cover paraprofessionals attending training in specific interventions (Great Leaps Literacy and Great Leaps Oral Calculation) ○ Secondary schools receive 1 day of SPED paraprofessional per diem to cover paraprofessionals attending training in specific interventions (Great Leaps Literacy)
Intervention Materials	<p>Schools will utilize funds to purchase research-based interventions teacher and student materials:</p> <ul style="list-style-type: none"> • Purchasing Tier 2 and Tier 3 intervention materials in the following programs for Elementary Schools: <ul style="list-style-type: none"> ○ Sound Sensible ○ SPIRE ○ Great Leaps Literacy ○ Great Leaps Oral Calculation • Purchasing Tier 2 and Tier 3 intervention materials in the following programs for Secondary Schools: <ul style="list-style-type: none"> ○ Rewards ○ TransMath ○ Great Leaps Literacy ○ Great Leaps Oral Calculation

OT/PT/Speech Related Services

Related Services for Occupational Therapy, Physical Therapy are allowable using OT and PT overtime in order to provide recovery services beyond the school day or on weekends. Speech-Language Therapy is allowable using Speech Per Session after school, on weekends, or in cases preferred by the parent, during the school day. OT, PT, and speech providers must obtain and log remote consent using the [Family Remote Consent Form](#) prior to initiating remote services.

Schools unable to identify sufficient staff through a local posting will be able to interview applicants from a district and/or borough posting. If DOE staff are not identified through the local posting, principals must contact their BCO for support in utilizing the district/borough posting and, where necessary as described above, contracting. Where schools will be using contracted service providers, funds should be scheduled in the title “Contract Service Set Aside” in Galaxy. After the new year, funds will be removed from school budgets to transfer to central for payment to providers.

Funds have also been allocated to a central account to cover payment for services that require contracting, and a reserve fund has been established for schools requiring additional funds to provide the level of services required. Funds for the second semester will be allocated in the spring, with adjustments based on contracting levels.

To accommodate the needs of the ARPA Special Education Recovery Services program, new overtime titles have been created in Galaxy that can generate a bulk job ID to pay multiple Occupational and Physical Therapist overtime, similar to teacher per session job IDs. The new titles are:

- Occupational Therapist Overtime
- Physical Therapist Overtime

Refer to this [guidance](#) for details on how to schedule these new titles in Galaxy. Guidance will also be provided shortly about actions to be taken regarding entry of the bulk job ID in Cybershift when timekeeping is done for these staff.

Below is the **additional list of allowable activities** for the use of the **ARPA Academic Recovery SE RS Related Services** allocation category for schools.

Category	Allowable Cost Factors
<p style="text-align: center;">Speech Per Session</p>	<p>Per session/F-Status for speech therapists:</p> <ul style="list-style-type: none"> • To provide speech-language therapy directly related to Special Education Recovery Services • May take place after school, on Saturdays (school determined sites only, not central), or in limited circumstances, and based on parent preference, during the school day, or in a blended/remote setting, with parent consent. • F-Status must be approved by the Supervisor of Speech
<p style="text-align: center;">OT Overtime</p>	<p>Overtime for occupational therapists:</p> <ul style="list-style-type: none"> • To provide occupational therapy directly related to Special Education Recovery Services • May take place after school, on Saturdays (school determined sites only, not central), or in a blended/remote setting, with parent consent.

PT Overtime	<p>Overtime for physical therapists:</p> <ul style="list-style-type: none"> To provide physical therapy directly related to Special Education Recovery Services May take place after school, on Saturdays (school determined sites only, not central), or in a blended/remote setting, with parent consent.
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Counseling Related Services

Counseling during Special Education Recovery Services should address the student’s counseling IEP goals. As stated above, schools may utilize funds to provide counseling services through CBO staff in an effort to enhance interest in the program. Below is the **additional list of allowable activities** for the use of the **ARPA Academic Recovery SE Counseling** allocation category SAM for schools.

Category	Allowable Cost Factors
Counseling Per Session	<p>Per session for counselors and social workers:</p> <ul style="list-style-type: none"> To provide counseling services directly related to Special Education Recovery Services May take place after school, on Saturdays (school determined sites only, not central), or in limited circumstances, and based on parent preference, during the school day, or in a blended/remote setting, with parent consent.
Counseling CBO	<p>Funding for MTAC to utilize CBO partner to:</p> <ul style="list-style-type: none"> Provide supplementary social emotional learning activities and other enrichment activities related to Special Education Recovery Services May take place after school, on Saturdays (school determined sites only, not central)

Completion of Special Education Recovery Plans

IEP case managers will be provided per session for the successful and timely completion of special education recovery plans, including time to review relevant data and information, to conduct parent outreach, and for document completion in SESIS. Funding for this per session activity has been allocated based on the number of students with IEPs who require special education recovery plans. Each case manager shall be given up to 2 hours of per session to complete each student’s plan. This allocation supplements [SAM 61](#) to ensure all schools have an allocation to support this work ([SAM 61](#) is an allocation to support academic recovery more generally). Below is the list of allowable activities for the use of the **ARPA Academic Recovery SE Planning Prep** allocation category for schools.

Category	Allowable Cost Factors
Recovery Planning	<p>Per session for case managers:</p> <ul style="list-style-type: none"> To contact families of students with IEPs to review and discuss students’ needs for recovery To complete the Special Education Recovery Services parental notice in SESIS To ensure parents have access to the SERS recovery plan (notice sent home to families) <p>The case manager in this instance is the same staff responsible for the Annual Review IEP (typically the special education teacher, or RS provider if the student’s IEP recommends related services only;</p>

	general education teachers may not serve as a student's case manager).
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Schools must select the appropriate for each allocation category for each item scheduled. The allocation categories used to support this funding are:

- **ARPA Academic Recovery SE After-School Instruction**
- **ARPA Academic Recovery SE Intervention Training**
- **ARPA Academic Recovery SE RS Related Services**
- **ARPA Academic Recovery SE Counseling**
- **ARPA Academic Recovery SE Planning Prep**

[Download a copy of the School Allocation Memorandum No. 70, FY 2022](#)

Attachment:

Table 1 - ARPA Academic Recovery Special Education Services for Students with IEPs

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