

Updated Guidance on Special Education Recovery Services

The DOE has issued the guidance below to support schools and clarify expectations in the implementation of [special education recovery services](#). Based on feedback provided by school communities, please review the following information.

Deadline to Initiate Recovery Services: The deadline to initiate recovery services is **December 6** (extended from **November 15**). By **December 6**, services must commence for the highest priority students (within priority group 1)—not all students in the first priority group, as previously shared in [Special Education Recovery Services](#). You should continue to make every effort to provide services for as many students as possible, and do your best to meet the timelines outlined in the published [guidance](#). For questions on prioritizing students within groups and based on need, refer to the [SIT team webinar](#). You should offer services to additional students on a rolling basis, as additional staff become available to support the program.

Program Staffing Options: To facilitate provision of services, and to best meet the needs of students, the DOE is offering a range of alternative staffing options to support you in this process. This includes the use of a local posting for:

- Licensed and certified special education teachers;
- General education teachers, with a preference that the teacher is, or will be trained in the delivery of interventions; and
- Additional staffing options to be announced in a future edition of Principals Digest.

You are strongly encouraged to ensure staff are trained in DOE-approved intervention programs. Local posting templates are available on the [Special Education Guidance](#) InfoHub page; a general education local posting template will be made available soon. If ongoing staffing challenges persist, even after exhausting the options above, you must contact your Borough/Citywide Office

(B/CO) for support in contract/P4 issuance (authorization for an independent teacher).

Blended and/or Remote Instructional Programming: The DOE prioritizes in-person learning, however, additional flexibilities may be needed to provide supplemental supports to students for this school year. Schools should carefully consider the benefits/drawbacks of a remote program for your students before initiating blended and/or remote service. For families who express concern about their child's ability to benefit from remote recovery services, in-person recovery services should be provided to the greatest extent possible and the B/CO should be contacted for support as needed. Staff may deliver remote recovery services from home if the program is operating on weekends or evenings. Schools should continue to make all related services available in-person, to the greatest extent possible, and may consult with their related services supervisor to ascertain whether a student may benefit from teletherapy. Parents must be included in the decision whether services will be provided remotely, as they are included in the development of recovery plans for their students. These flexibilities around blended and/or remote recovery efforts apply to all Academic Recovery initiatives in your school building, not solely Special Education Recovery Services.

SERS Completion Reports: A "Students with SERS in SESIS" report is available in SESIS under shared Standard Reports, providing a list of students with a Special Education Recovery Services parental notice with either a draft, review, or final status.

Additionally, please note the following:

- Special education recovery services are intended for students who have attended school during the 2021–22 school year.
- Extended day functionality in ATS is now available to all DOE schools so that students can be scheduled for afterschool and Saturday recovery services. For additional information, please see the October 19 edition of [Principals Digest](#).
- Related service provider schedules should incorporate sufficient time during the per session/overtime activity for providers to complete

encounter-attendance entries for all scheduled special education recovery services.

- Schools should continue to nominate one teacher for training in interventions using this [Fall Academic Recovery Nomination Form](#). This staff member should not have attended prior trainings by the DOE. All training sessions are conducted virtually. Nominees will be registered Centrally for a virtual training date and confirmed directly by the DOE's Special Education Office (SEO).
- Principals can also have their paraprofessionals receive training in "Great Leaps" by registering on the DOE's [Learning Management System \(LMS\)](#). Once registered, paraprofessionals will receive training links and materials via the confirmation email from the LMS.
- Individualized recovery plans continue to be required for all students with IEPs, as outlined in the case-manager guidance referenced in the October 5 edition of [Principals Digest](#).
- Schools should contact their BCO transportation liaison for support in obtaining any additional MetroCards to support transportation to and from special education recovery services. Schools should work with families to ensure that students can access the recovery service program while routing is being worked on. Schools should discuss all options with families, including MetroCards or travel reimbursement.

The SEO will continue to support principals in the implementation of recovery services through weekly [office hours](#). For questions about recovery services and prioritizing students, contact your BCO [administrator of special education \(ASE\)](#). For questions about entering recovery services into STARS, email your BCO [academic policy and performance and assessment leads \(APPAs\)](#).