

## Guidance for Case Managers for Special Education Recovery Services

As noted in the [Memorandum of Agreement for Special Education Recovery Services](#) with UFT, Case Managers for Special Education Recovery Services will work with families and school staff to prepare and develop Special Education Recovery Services Notices for students on their caseload.

Principals (or designee) should assign this work (as outlined below) first to the Case Manager identified on the student's IEP. In the event the Case Manager is required to complete the process for more than 30 students, the principal (or designee) should distribute the balance of the caseload to other members of the IEP Team, with the exception of the general education teacher. If there are more than 30 students on the Case Manager's normal caseload, the principal (or designee) should assign the balance of the caseload to other employees in the school currently working as a special education teacher, school psychologist, guidance counselor, social worker, or other related service provider.

If in the rare circumstance a Case Manager or other employee is unable to complete some or all of this workflow, the Case Manager or employee will inform their direct supervisor and the work may be distributed as outlined in this section.

Case Managers or IEP Team members that have been assigned to prepare for and develop Special Education Recovery Services Notice(s) within the timelines in the Academic Recovery Services - Special Education Guidance (including any necessary revisions) will have up to 2 hours of per session (or applicable hourly rate) for each student for whom they are preparing and developing Special Education Recovery Services Notice(s), without the necessity of posting such work.

Work preparing and developing Special Education Recovery Services Notice(s) consists of the following:

- Review information provided by the Special Education Instructional Team, (priority groupings, cycle start/end dates, service minimums, and data collected this fall)
- Speak with student's related service providers to confirm the need for, and amount of, recovery services
- Contact student families, get input and discuss the student's current needs and the appropriate Special Education Recovery Services, and determine any scheduling concerns
- Develop an individualized notice: Special Education Recovery Services

Note the following:

- This work can be completed in person or remotely at the Case Manager's discretion.
- All designated Special Education Recovery Services Case Managers must submit appropriate timekeeping documentation in order to be compensated for work done outside of the normal workday.
- Schools should use funds from the Special Education Recovery Services SAM to pay per session or applicable hourly rate.