

# **PAD Frequently Asked Questions**

## **How does the PAD differ from the IEP?**

The PAD addresses how the special education program recommended on the student's IEP will be adapted to the blended and fully remote learning environments. The PAD does not replace or change the student's IEP. While the IEP remains in effect, the PAD sets out expectations for special education program delivery under current circumstances. IEPs are not to be changed to reflect the adaptations on the PAD. IEP recommendations are made in compliance with SOPM procedures and are based on the student's needs and the programs and services appropriate for addressing them in non-remote/blended circumstances.

## **Does the PAD replace the Remote Learning Plan (RLP)?**

Yes. The PAD replaces the RLP for those students for whom it is created. The RLP is no longer available for development in SESIS.

## **When is the PAD due?**

Case managers should be contacting parents as soon as possible after they receive their class lists to discuss and begin developing the PAD. Whenever feasible, the PAD should be developed and finalized in SESIS and sent to the parent before September 29. Sections of the PAD that require additional interaction with the student to complete (most frequently the BIP or paraprofessional section), should include a note in the relevant section stating that it will be updated when more information is available. When there has been sufficient interaction to add to the remaining section(s) of the PAD, the case manager should contact the parent to discuss the relevant information, and update the relevant section(s) by creating a revision of the PAD previously created in SESIS. The revised PAD should then be finalized and sent to the parent.

## **What if I just received my caseload, or a student is added after the start of school?**

Principals should ensure that teacher caseloads are assigned as soon as possible and that sufficient time is made available to allow for meaningful conversations with families. If a student is added to a class or SETSS caseload following the start of school, the case manager should reach out to the family during office hours to discuss and develop the PAD as soon as possible.

## **I have a large number of students; how can I complete all their PADs by September 29?**

Your assigned students should be programmed in alignment with the staffing and programming agreement between the UFT and DOE. In addition, the PAD is automatically populated with the student's IEP recommendations, and SESIS guides the user through discussing and completing each section. For students who do not have intensive individualized supports (such as individual paraprofessionals, assistive technology, and behavioral intervention plans), tracking the outreach/conversation and completing the PAD will be a streamlined reintroduction to school for families, without a need for extensive written work. If any sections of the PAD require additional interaction with the student to complete (most frequently the BIP or paraprofessional section), the case manager should include a note in the relevant section stating that it will be updated when more information is available. When there has been sufficient interaction to add to the remaining section(s) of the PAD, the case manager should contact the parent to discuss the relevant information, and update the relevant section(s) by creating a revision of the PAD previously created in SESIS. The revised PAD should then be finalized and sent to the parent.

## **Who is the case manager?**

The case manager for the PAD is typically the student's special education teacher (who would be the case manager for the student's annual review IEP meetings; as per the SOPM). If the student has multiple special education teachers, the in-person teacher should develop the PAD, in consultation with the student's other teacher(s).

### **For which students does the PAD need to be completed?**

Any student recommended for a special education program (special class, ICT, SETSS).

### **Does the PAD need to be completed for students who are fully remote?**

Yes, the PAD is to be completed for any student recommended for a special education program (special class, ICT, SETSS), including students who will be receiving fully remote instruction. The conversation with the parent and the PAD should address the student's needs and the family's experience with regard to remote learning.

### **Does the PAD need to be completed for students receiving related services only?**

The PAD does not need to be completed for students who are recommended to receive only related services — i.e., students with no special education program.

### **Are adaptations to delivery of related services for blended and fully remote students documented on the PAD?**

No. The PAD pre-populates the IEP recommendations for related services but does not include adaptations to these services. Case managers should not take any action on the related services section

of the PAD. Providers for each recommended related service will reach out separately to families to discuss how the service will be delivered and will complete a separate related services adaptations document (RAD) for each service, describing how the service will be provided. A student with a special education program recommendation and related service recommendations will have, in addition to a PAD, an RAD for each recommended related service. Both the PAD and RAD(s) can be reviewed and updated in SESIS as necessary. Guidance for the RAD will be provided shortly.

## **How are we sending the PAD to parents? Can we email it?**

The PAD can be emailed to parents if we have received consent for electronic communication. Otherwise, it must be sent by mail. Check in SESIS to see if the family has previously provided the consent for electronic communication. If not, follow the SESIS FAQ here for more instructions on getting the parent's consent for electronic communication: <https://infohub.nyced.org/docs/default-source/default-document-library/sis-guidance-during-school-building-closure-faq-working-from-home-for-school-and-cse-staff.pdf>(Open external link). If you are working remotely and need assistance with printing/mailing the PAD, contact your school for assistance.

## **Do I need consent to send electronically to parents? Will last year's consent to email work?**

Yes, consent for emailing is required. Check in SESIS to see if the family has previously provided the consent for electronic communication. (Last year's consent or any previous year will work.) If not, follow the SESIS FAQ here for more instructions on getting the parent's consent for electronic communication at this time. <https://infohub.nyced.org/docs/default-source/default-document-library/sis-guidance-during-school-building-closure-faq-working-from-home-for-school-and-cse-staff.pdf>(Open external link).

## **Why am I contacting the parent? How much outreach to parents is required?**

The PAD is primarily intended to guide the teacher through a mutually informative and relationship-building conversation with the parent, to prepare for and facilitate the student's successful transition back to school. More than ever, parents need direct, thoughtful communication with teachers to be assured that they are aware of and committed to meeting their child's current needs.

At least 3 attempts must be made to reach the parent for this discussion by phone, on at least 2 separate days. If outreach is unsuccessful at that point, the PAD can be created and developed without a parent conversation. However, efforts to connect with the parent should continue, and the PAD should be updated as needed based on conversations that eventually take place.

## **Is the PAD a one-time exercise?**

The PAD is a living document that guides the implementation of special education programs for the duration of the current learning environments. It should be updated as needed based on the school's experience with the student and input from the parent, over the course of the school year. (When updating the PAD by creating a revision in SESIS, current IEP information will be auto-populated, and there will be no need to re-enter text that was previously written.)

## **Does the PAD need to be updated when an IEP meeting is held?**

The PAD should be discussed with the family at any IEP meeting and should be revised as needed following that discussion. If there is a change to the IEP recommended special education program, paraprofessional service or assistive technology, the PAD should be revised to reflect and address the new IEP recommendations. Finalize

the IEP before revising the PAD, so that the new IEP recommendations will be auto-populated from the new IEP.

### **Is the PAD translated in SESIS?**

For parents with a preferred written language of Spanish, the fixed-text and auto-populated portions of the PAD are automatically translated. Text entered in text boxes is not automatically translated. If the parent's preferred written language is one of the DOE's 8 covered languages other than Spanish, a summary of the PAD in that language, without individual student information, is included with the PAD. Parents have the right to translation of the full text of the PAD upon request. Please contact your school's Language Access Coordinator with any questions about translations.

### **The student's class is not currently staffed according to the model reflected on the PAD; how should the PAD address this?**

The PAD is intended to inform the parent of the program model that will be in place. If the class lacks the staff noted in the program description, use the text box following that section to describe the staffing model that will be used until full staffing is in place, and note that efforts to staff the class in accordance with expectations will continue. The PAD should be updated when the staffing model changes.