

***Preschool* Special Education Program Adaptations Document (PAD) for Blended and Remote Learning**

Resource

- [Special Education Program Adaptations Document \(PAD\) for Blended and Remote Learning \(3K/Pre-K\)\(Open external link\)](#)

Who is this created for?

The PAD should be completed for all preschool children with Individualized Education Programs (IEPs) who have either Special Class (SC) or Special Class in an Integrated Setting (SCIS) recommendations. The PAD only needs to be created for students in DOE programs.

If a preschool child is recommended to receive only related services and/or Special Education Itinerant Teacher (SEIT) services, the provider will directly contact the family/caregiver to discuss how these services will be provided in a remote, blended, or in-person learning environment. This PAD does not need to be created to address the student's related services or SEIT IEP recommendations.

Who completes this document?

The child's special education teacher should complete this document, in collaboration with the family/caregiver.

What are the steps to completing the PAD?

Outreach to family/caregiver

- The preschool child's special education teacher should have a mutually informative and relationship-building conversation with the family/caregiver, to prepare for and facilitate the child's successful

transition back to school. More than ever, families 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 out to the family/caregiver to discuss the PAD. If 3 unsuccessful attempts have been made on at least 2 different days, the PAD can be completed, finalized, and sent to the family/caregiver without a conversation. However, efforts to connect with the family/caregiver should continue, and the PAD should be updated as needed based on conversations that eventually take place.
- Preschool staff must track family/caregiver communication in their school-level logs. When tracking communication and outreach attempts, note whether language supports were needed and provided.
- Over-the-phone interpretation services should be used to support conversations with families who speak languages other than English. For additional guidance on arranging interpretation services at the school, refer to the [Language Access Handbook\(Open external link\)](#), contact your Language Access Coordinator, email LACoordinators@schools.nyc.gov, or visit [Translation and Interpretation Unit](#).
- For additional suggestions about how to check in with families during remote learning, please refer to [this resource\(Open external link\)](#).
- 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. When discussing the PAD with the family/caregiver, consider their input into the PAD. Families/caregivers are essential partners in ensuring that children successfully transition back into school and that their needs are met. Discuss each section of the PAD that is relevant to the child.

Completing the PAD

- Complete the contact point in the second paragraph with the classroom teacher(s) and how to contact them.

- Circle the child's special education program (Special Class or Special Class in an Integrated Setting).
- Indicate in each relevant section whether the child is recommended for Paraprofessional Services, Assistive Technology (AT), and/or a Behavioral Intervention Plan (BIP). If the child is recommended for any of these, discuss with the family/caregiver how these will be provided in blended, remote, or in-person environments and describe in the relevant sections (following the directions below).

Finalizing and sending the PAD

Once the PAD has been completed with the family/caregiver's input (or after 3 outreach attempts have been documented on two different days), the PAD should be finalized and sent to the family/caregiver and the Committee on Preschool Special Education (CPSE). During the family outreach, the teacher should ask what the family's preference is for how to receive this document (email or mail). Record the family's preference in the school-level logs.

Special Education Program

In the section "Adaptations and modifications to the special education program in the in-school, blended, or remote environment", discuss the following with the family/caregiver and describe on the PAD how the program will be adapted and implemented:

- If the child's recommendation is a bilingual class, how the language supports will be provided
- How classroom paraprofessionals will support children during in-person, remote, or blended learning
- Explanation of the schedule of in-person, remote, or blended learning
- Class size for in-person instruction
- Daily attendance model if blended learning

Consider and describe the family/caregiver's input, including:

- Feedback from their experiences with remote learning thus far (what worked and what didn't work, and what they believe is important for their child to learn)
- Concerns or needs with technology support (devices, Wi-Fi, software support, etc.)
- Flexibility with scheduling
- Childcare needs
- Any other issues that need to be addressed for the family/caregiver to adequately support their child's remote learning.

Note any needs the family/caregiver may have regarding communication with school staff to support the child with remote learning. **Plans and needs for remote learning must be addressed even for children who are expected to be attending in-person, as conditions and family/caregiver choices may shift.**

Paraprofessional Services

Note: If this section of the PAD requires more interaction with the child to complete, the PAD should note that in this section. Once the program has had more interaction with the child, they should revise the PAD in this section and send the updated PAD to the family/caregiver.

If the child's IEP recommends a group or individual paraprofessional (not a classroom paraprofessional), discuss the below with the family/caregiver. Make sure to consider and describe the family/caregiver's input in the PAD.

- How paraprofessional support will be provided during in-person, remote, or blended instruction
- Any variation in the paraprofessional's activities to support the child in-person, based on the child's needs and changes to the school's physical environment and routines

- Any variation in how the paraprofessional will serve the child remotely

When considering the above and discussing with the family, consider the following ways in which the paraprofessional's role may be adapted to a remote learning environment:

- Assist student with teacher-created remote learning materials
- Supporting individuals or small groups of children with learning activities under the supervision of the teacher
- Assisting the family/caregiver and child in accessing remote learning platforms
- Sharing strategies with family/caregiver that have been successful in supporting the individual needs of the child
- Discussing how the family/caregiver can support the child in social distancing and wearing a mask
- Assisting the family/caregiver in reinforcing Positive Behavior Support systems
- Supporting the child during related service provision

Also consider the following examples of how a paraprofessional's role may be adapted to an in-person instructional environment:

- Leading a small group while a teacher supports the rest of the class
- Assisting individuals or small groups of children with health, behavior, or toileting needs, including appropriate hygiene practices and the application of health and safety precautions
- Supporting a group of children receiving remote learning as part of a blended group, where some children are receiving in-person instruction from a teacher

Assistive Technology (AT)

If a child has IEP-recommended AT, discuss with family/caregiver and explain on PAD how assistive technology will be:

- Delivered in school;
- Utilized remotely; or
- What alternatives will be available to support a child's AT needs while in the remote learning environment

Behavioral Intervention Plan (BIP)

Note: If this section of the PAD requires more interaction with the child to complete, the PAD should note that in this section. Once the program has had more interaction with the child, they should revise the PAD in this section and send the updated PAD to the family/caregiver.

If a child has a BIP, discuss the following with the family/caregiver, and explain on the PAD how behavioral supports will be implemented in the in-person, remote or blended learning environment:

- What is the child's learning environment like? Where will the child be learning when learning remotely? What does that environment look like? Who is usually present? Is it quiet? Loud?
- How does the child engage in this environment? How did they engage with remote learning during the Spring?
- Are the behaviors described in the BIP present at home or when the child is engaging in remote learning?
- What are some strategies that they have found successful in the home or remote learning setting?
- If the behaviors described in the BIP are not present in the home or remote learning setting, are there other target behaviors that require support during blended learning? (These can either be behaviors seen by school staff or the family/caregiver.)
- What does the family/caregiver see as the barriers to the child's successful participation in the remote learning environment? What enables the child's successful participation?
- What does the family/caregiver need during remote learning to support the child's behaviors?

- How can the teacher/paraprofessional provide behavioral interventions remotely?

What is the deadline for finalizing the PAD and providing it to the family/caregiver?

Special education teachers should be contacting parents as soon as possible after they receive their classes to discuss and begin developing the PAD. The PAD should be discussed with the family/caregiver, completed, and sent to the family/caregiver and the CPSE by **October 9, 2020**. If there are sections of the PAD that require more interaction with the child to complete, the PAD should note that in the relevant section. For example, if the child has a BIP and the school needs to interact with the child in the remote environment to determine how behavioral supports can be provided, the PAD should indicate that in the BIP section. Once the program has had more interaction with the child, they should revise the PAD in the relevant section and send the updated PAD to the family/caregiver.

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, fully remote, and fully in-person learning environments currently in place. 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 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. RLPs are no longer in effect.

For which 3K and Pre-K for All students should a PAD be created?

The PAD should be created for any students with IEPs in DOE special class or SCIS programs.

Does the PAD need to be completed for preschool students receiving related services and/or SEIT only?

The PAD does not need to be completed for students who are recommended to receive only related services and/or SEIT.

What if a student is added after the start of school?

If a student is added to a class following the start of school, the teacher should reach out to the family during office hours to discuss and develop the PAD as soon as possible.

How are related services and SEIT handled on the PAD?

The PAD will not cover any adaptations or modifications to a student's related services or SEIT. Those providers will be in touch with families and programs directly to determine how the programs and services can be delivered in a remote and/or in-person model. If a student is recommended for SEIT and/or Related Services only, the PAD does not need to be created.

Does the PAD need to be created for students who are fully remote? Or who are receiving full-time in-person instruction?

Yes, the PAD is to be completed for any students with IEPs in DOE special class or SCIS programs, including students who are receiving fully remote, blended, or full-time in-person instruction. **Note that the PAD should address the child's needs and adaptations for**

remote even for children who are expected to be attending in-person, as conditions and family/caregiver choices may shift.

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

The PAD can be emailed to parents if you have received consent for electronic communication. Otherwise, it must be sent by mail. If you are working remotely and need assistance with printing/mailing the PAD, contact your school for assistance.

If you do not have a parent's consent to send special education materials electronically, you should request consent for electronic communication. Consent for electronic communication can be requested by email as follows: "Do I have your permission to use this email address to send documents and information about [child's name]?".

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.

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.