

Related Services Adaptations Document (RAD) Frequently Asked Questions for OT/PT/SP/HES/VES

How does the RAD differ from the IEP? How does it differ from the Special Education Program Adaptations Document (PAD)?

The RAD addresses how the related services on the IEP will be provided and adapted during the blended learning period. The RAD does not replace or change the student's IEP. IEP recommendations are made following SOPM procedures, based on the student's needs and the programs and services appropriate for addressing them in non-remote/blended circumstances.

Students who are recommended for a special education program (special class, ICT, SETSS) will have a PAD, in addition to their RAD(s). The PAD pre-populates the IEP recommendations for related services but does not include adaptations to these services. A student with a special education program recommendation and related service recommendations will have a RAD for each recommended related service in addition to the PAD. Both the PAD and RAD(s) can be reviewed and updated in SESIS as necessary through issuance of a new or revised document.

Does the RAD replace the Remote Learning Plan?

Yes. RADs replace the Remote Learning Plan (RLP) for those students for whom they are created. The RLP was for the remote-only period beginning in March 2020 and is no longer available for development in SESIS.

For which students does the RAD need to be completed?

The RAD is completed for school age (K-12) students attending schools in D1-32 and D75 whose IEPs recommend one or more related services. At this time, the RAD does not need to be completed for preschool students with IEPs, or for students attending charter schools, private/parochial schools, or New York State-approved non-public schools.

Is the RAD completed by both DOE and contract/independent related service providers?

Yes, both DOE staff and contract/independent related service providers must create RADs for eligible students on their caseload.

If a student has more than one related service recommended on their IEP, does each provider complete a separate RAD?

Yes, each related service provider serving a student must complete a RAD through a discussion with the student's parent about how the service will be provided in the blended or remote learning environment. If two providers are assigned to provide the same service to the same student, both providers complete a RAD after discussing with the family. (In other words, if a student is receiving occupational therapy from two separate providers, both providers must contact the family and both providers must complete a RAD and send the completed RAD to the family.)

How do we send the RAD to parents? Can we email it?

The RAD 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/sesis-guidance-during-school-building-closure-faqs-working-from-home-for-school-and-cse-staff.pdf>. If you are working remotely and need help with printing/mailing the RAD, contact your school for assistance.

How much outreach is required? What do I do if I cannot reach the parent?

Procedures governing how to handle cases where families are not responsive to multiple outreach attempts differ depending upon when in the process the parent is unresponsive. At least 3 attempts must be made to reach the parent to discuss the RAD by telephone, on at least 2 separate days. These attempts must be documented in the RAD. If outreach is unsuccessful at that point, then:

If the student is attending school in-person and receiving related services in-person, the related service provider should develop and finalize the RAD without a parent conversation. The RAD should indicate how services will be provided during blended learning. The provider should then initiate in-person service based on that plan. The RAD should be updated as needed based on conversations that eventually take place.

- Following issuance of the RAD to a parent with whom there has been no contact for OT/PT/Speech, the provider should complete the teletherapy consent form indicating that outreach was not successful and follow associated consent documentation procedures.
- Following issuance of the RAD to a parent with whom there has been no contact for other services, the provider should make at least one additional attempt to schedule remote services, and follow [SE SIS Guidance on Logging Parent Outreach](#). The log entries should reflect "No Response from Family" and indicate that the services will not be provided during the school/classroom closure period or until the parent responds to the provider.

If the student is receiving instruction remotely, the related service provider should develop and finalize the RAD without a parent conversation. The RAD should indicate how the provider proposes services will be provided remotely. The RAD should be sent to the parent. Efforts to connect with the parent should continue as described below, and the RAD should be updated as needed based on conversations that eventually take place.

- Following issuance of the RAD to a parent with whom there has been no contact for OT/PT/Speech, the provider should complete the remote teletherapy consent form indicating that outreach was not successful and follow associated consent documentation procedures.
- The related service provider should inform school administration that the student will not be receiving the IEP recommended services as the family has not responded to multiple outreach attempts and,

- The student will reflect as unserved on compliance reports and measures
 - At this time, related service providers may remove the student from their assigned caseload and may be assigned to serve an additional student as per Supervisor or school administration
 - For OT/PT/SP, provider caseload will continue to follow [the OT/PT and Speech Provider Workload Agreement](#).

If the parent participates in development of the RAD, and subsequently fails to participate in scheduled remote sessions, the provider should document this in a SESIS encounter attendance record as a student absence. After this occurs for three consecutive remote sessions, in addition to entering the encounter records, the provider should document the event either on the remote consent form (for OT, PT and Speech) or through a log entry following the [SESIS Guidance on Logging Parent Outreach](#) (for other services.)

- The related service provider should inform school administration that the student will not be receiving the IEP recommended services as the family has not responded to multiple out-reach attempts for follow-up by appropriate school staff.

What should providers do if the parent requests a change in service delivery after the RAD has been finalized?

A new RAD should be finalized and issued to the family where there is a long-term change in the mode of service delivery, and/or where there is a reduction in the number of weekly session hours from what was documented in the previously issued RAD. Other schedule adjustments do not require issuance of a new or revised RAD.

How is consent for related services recorded?

For OT/PT/Speech, the provider should complete the [remote consent form](#) at the same time as discussing the RAD with the parent. No additional action is required for other services.

What if the parent prefers a mode of service during blended learning that the provider is unable to provide, due to an accommodation, scheduling, or other constraints?

During the conversation with the parent, the provider should discuss the family's preferred mode of service delivery. If the parent indicates that they are interested in the service being delivered only in-person, or only remotely, during the blended learning period and the provider is not able to accommodate the preference due to an accommodation, scheduling, or other constraints, the provider must inform their supervisor. The supervisor will then determine if another DOE staff member is available to deliver the service. If, not the supervisor will contact the BCO transmittal coordinator or other appropriate BCO staff to request that the service be contracted.

What if the parent does not want the student to receive related services during blended learning?

If the family is clear that they do not want the related service either remotely or in-person, the RAD does not need to be completed. To reflect the parent's declination of the service at this time, the provider must the following steps:

- OT/PT/Speech: If the parent does not want the student to receive these services during the period of blended/remote learning, the provider completes the [teletherapy consent form](#) to indicate that the parent declined consent for teletherapy. This should be completed even if the parent is also declining consent for in-person services.

Hearing and Vision, and Orientation and Mobility: If the parent does not want the student to receive either remote or in-person related services during blended learning, follow [SE SIS Guidance on Logging Parent Outreach](#). Counselors refer to: [Counseling Infohub](#)

Does the RAD need to be completed for students who are receiving services fully in-person?

Yes, the RAD should be completed regardless of the mode of service delivery, including where the IEP recommendation is being provided fully in-person. The RAD ensures there is a conversation with the parent regarding service delivery and reflects the plan to deliver the service during remote/blended learning.

Does the RAD need to be revised when an IEP meeting is held?

The RAD should be discussed with the family at any IEP meeting and a new or revised RAD should be issued following that discussion if there are changes in the blended learning service delivery plan. If there is a change in the IEP-recommended related services, a revision of the RAD should be issued to reflect and address the new IEP recommendations and any changes to the service delivery plan. The IEP should be finalized before writing the new RAD, so that the new IEP recommendations will be auto-populated from the new IEP into the revision.

Is the RAD translated in SESIS?

When the user prints the finalized RAD, a summary will be included in the one of the nine DOE covered languages, where applicable based on the family's Preferred Written Language in SESIS.

If related services are being provided by a non-DoE provider, who is responsible for completing the RAD?

The non-DoE related service provider should complete the RAD and follow guidance outlines above.