COVID-19 Closure

Special Education Remote Learning Plan

Schools must ensure that a “Special Education Remote Learning Plan” is developed for all students with IEPs in your school by their special education teacher or other school based staff currently working with the student, and that each child’s plan is shared and discussed with their family.

The Special Education Remote Learning Plan can be accessed on the infohub here.

The designated school staff should be familiar with the student’s needs. This may be the student’s special education teacher, a related service provider, or other school staff who are currently working with the student.

The Special Education Remote Learning Plan form must be completed for each student with an IEP in the school. Before completing the Special Education Remote Learning Plan, the responsible school staff should:

• refer to the student’s IEP to consider the student’s current recommendations and areas of need during the school closure; and

• consult with each of the student’s DOE Occupational Therapy (OT), Physical Therapy (PT), Speech and Counseling providers to reflect appropriate tele-therapy related services that may be provided starting on March 23.

The completed Special Education Remote Learning Plan should be:

• uploaded to SESIS as a Document Related to IEP; and

• provided to the parent electronically (or by mail if the school does not have the parent’s email address).

Each family should be contacted by telephone to explain the Special Education Remote Learning Plan. On that call, the following topics should be covered:

• Special education and related services that will be provided remotely during the school closure;

• If student has assistive technology, school should confirm that the family has the technology at home already; and

• If the student will be receiving related services through tele-therapy, the family should be informed that they will be sent a consent form and that in order to receive the tele-therapy related services. That consent form may be completed and returned electronically. The form must be returned for services to be provided. The family should also be informed that they will be provided with more information regarding the schedule for tele-therapy.

The telephone call and any attempted contacts should be documented in the SESIS Events Log.

Parents have the right to refuse for their child to participate in services delivered through tele-therapy. If parents exercise that right to refuse certain services, document their refusal in the SESIS Events Log. If the refusal is received via email, upload the email to SESIS.
Special Education Remote Learning Plan

Today's date: ______________________

Student Information
Student Name: ______________________ NYCID #:___________________ Date of Birth: ______________
Home Address: __________________________________________________________________
City: ______________________ State:______________________ Zip: ______________________
Phone: ____________________________________________
Grade Level: ______________________ English Language Learner Status: ______________
Disability Classification: ______________

Student Needs
Is the student a multilingual learner? Yes No
If yes, please refer to the English Language Learners Remote Learning Plan

Does this student use Assistive Technology?
Yes No If yes, specify:

Does the student require additional classroom tools to supplement learning at home (e.g., enlarged text, ruled pages, graphic organizers)?
Yes No If yes, specify:
## Current Skill-Based Performance

<table>
<thead>
<tr>
<th>Skill</th>
<th>Level of Support Needed</th>
<th>Recommended Strategies and Interventions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening</td>
<td></td>
<td></td>
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<tr>
<td>Speaking</td>
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<td>Writing</td>
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<td>Reading</td>
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<td>Math</td>
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<tr>
<td>Behavioral</td>
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</tbody>
</table>

## Remote Special Education and Related Services

<table>
<thead>
<tr>
<th>Program / Service (specify group size)</th>
<th>Language</th>
<th>Minutes per session</th>
<th>Sessions per week</th>
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