GUIDANCE:

SPECIAL EDUCATION PROGRAM ADAPTATIONS DOCUMENT (PAD) FOR BLENDED AND REMOTE LEARNING

NYC Department of Education

The Purpose of the PAD

The 2020-21 school year presents uncertain times for families of students with IEPs. The purpose of the PAD is to ensure that special education teachers and families share information with one another about how the student can best benefit from blended or fully remote learning.

The PAD is a living document, based on a student's most recent finalized IEP, and provides the parent with information on how the student's recommended program will be adapted for remote and in-person learning environments. The PAD can be revisited at any point, based on how the child is responding to blended or remote learning, and at the parent's request.

Information from the student's most recent finalized, IEP including the student's recommended program, related services, assistive technology and paraprofessional support, will auto-populate on the PAD

Former Remote Learning Plan vs Program Adaptations Document

RLP

- Completed by special education teacher

- Required consultation with the parent

- Provided an explanation of how Assistive Technology would be used remotely

- Created in SESIS or uploaded

- Addressed remote learning only

PAD

- Completed by the student's special education teacher (case manager for the IEP)

- Not required for students who are recommended for related services only (i.e., no special education program, paraprofessional, assistive technology, or BIP)

- Developed in collaboration with the parent in advance of the start of school; outreach tracked in document

- Created in SESIS only

- Student's IEP information auto-populates

- Explains the blended and fully remote program model

- As relevant, explains how a student's paraprofessional support, Assistive Technology (AT), and Behavioral Intervention Plans (BIPs) will look in-person and remote
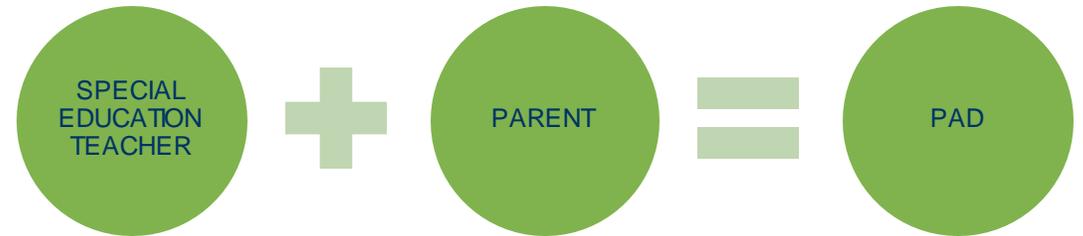
PAD Responsibilities

PAD Responsibilities

As schools inform parents of the blended learning model and supports for the student based on the student's IEP, the special education teacher will open the PAD in SESIS. Please refer to the PAD Guidance Document for more details and timelines for completion.

Who is responsible for creating the PAD?
The special education teacher of the student is responsible for:

- Creating the PAD in collaboration with the parent
- Finalizing it in SESIS
- Providing a copy to the parent

SPECIAL EDUCATION TEACHER + PARENT = PAD

PAD Responsibilities

Who is the PAD created for?

The PAD is created for students with IEPs

- who will be attending a DOE school (District 1-32 or 75); and

- are recommended for special education programs, and/or assistive technology, a paraprofessional, or a BIP.

The **PAD is not created** for students who are only recommended for **related services.**

- Related service providers will be contacting families to discuss provision of related services separately.

PAD Completion Timeline

- The PAD must be completed and sent to the parent by September 21.

- Please note any sections that can't be completed prior to start of school due to a need for interaction with the student.
    - For example: If interaction with the student is needed before the teacher can complete the BIP section, the PAD should note that. E.g., "We are collecting more information regarding your child's behavioral needs and will update this section."
    - The PAD must still be sent to the parent by September 21. Once more information is available, the PAD should be revised with that information and sent to the parent.

Conversation with Parent

Conversation with Parent

Parent voice and partnership regarding the student's programs and services in a blended learning environment must be taken into consideration in developing the PAD and implementing the student's program in a blended or remote learning environment. Use this conversation to discuss with parents how instructional services will be implemented and to build a rapport with the family regarding the flow of the instructional day.

The discussion should:

- Encourage the parent to share information about the remote learning experience in the spring. E.g., what worked for the student and the family and what didn't work and factors that impacted the student's ability to attend to instruction.

- Gather information on remote learning from Spring, including factors that impacted the student's ability to benefit from or participate in remote learning.

- Explain the blended learning environment and solicit the parent's input on any adjustments that may be needed or helpful for the student and the family

Conversation with Parent, continued

Describe how the student's special education program will be implemented through remote and/or in-person learning, including:

- to the extent possible, share the expected schedule of the student's instructional programs remotely and in-school

- the amount of synchronous and asynchronous instruction

- how the teacher(s) will support the student in-school and remotely

- how any assigned classroom paraprofessional will support the class

- for a student recommended for a bilingual special education, whether the student's needs will be met through a teacher with the appropriate bilingual extension or through an alternate placement paraprofessional

- for a student recommended for a specialized program, details on the unique aspects of the program

Please refer to the available <u>here</u> for instructional guidance regarding blended and fully remote teaching and learning.

Conversation with Parent, continued

The discussion with the family should also include (when applicable):

- Explaining that the student's related service providers will separately contact them to discuss provision of related services

- Discussing and describing how a paraprofessional will be supporting the student, both in-person and remotely

- How assistive technology will be

    - Delivered in school

    - Utilized remotely

    - Or, what alternatives will be available to support a student's AT needs while in the remote learning environment

- Discussing and describing how a Behavioral Intervention Plan (BIP) will be implemented in the remote setting
    - Or, if the teacher is not familiar with the student, discussing how the parent and teacher can work together to support the student's behaviors in the learning environment, while gathering more information through interactions at the start of the school year (more information in subsequent slides)

(Note: Specific information regarding the provision of paraprofessional services and Behavior Intervention Plans may be completed at a later date if, in the opinion of the case manager/teacher, it cannot be provided until the case manager/teacher has had an opportunity to interact with the student. If additional time is needed, establish a mutual time to connect with the parent.)

Conversation with Parent, for Students with BIPs

Information from the parent may be needed to determine and describe how the BIP will be implemented and adapted to the blended learning environment. Talk to the parent, asking them:

- What is the student's learning environment like? Where will the student be learning when learning remotely? What does that environment look like? Who is usually present? Is it quiet? Loud?
- How does the student engage in this environment? How did they engage with remote learning during the Spring?
- Are the behaviors described in the BIP present when the student is engaging in remote learning?
  - Are they present at the home?
  - 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 parent.)
- What does the parent see as the barriers to the student's successful participation in the remote learning environment? What enables the student's successful participation?
- What does the parent/caregiver need during remote learning to support the student's behaviors?
  - How can the teacher/paraprofessional provide behavioral interventions remotely?

Creating the PAD

Creating the PAD

Communication between the teacher and family is **essential** to creating the PAD.
- After the teacher speaks with the parent, this conversation must be logged before the PAD may be finalized.
- In the NOTES field, note whether the call was conducted with an interpreter in the parent's preferred language, or if the parent communicates comfortably in English.
- The PAD can be finalized without a conversation after three unsuccessful attempts on at least two different days. Every effort should be made for parent outreach, including calling at different times of the day, or reaching out by email.

Parent input must be sought in developing this document. You must make three outreach attempts on at least two days before completing this document without parent consultation. You may edit the document and save changes prior to completing outreach requirements, but you will not be able to finalize the document until the parent has been consulted or required outreach attempts have been recorded.

	DATE/TIME	PHONE NUMBER		NOTES
1st Outreach	08/18/2020 📅, 3:30 PM ⏰	2125551212	Was the outreach successful? ☐Yes ☑No	Left voicemail message
2nd Outreach	08/20/2020 📅, 9:00 AM ⏰	2125551212	Was the outreach successful? ☑Yes ☐No	Reached parent in the morning

Creating the PAD

- Information will auto-populate from the student's most recent finalized IEP including:
  - recommended program
  - related services
  - type of paraprofessional service
  - if a student has a Behavioral Intervention Plan (BIP)

- A fixed description of the blended learning model for the student's IEP-recommended special education program(s) will auto-populate. For example, for a student recommended for Special Class, the below description will appear. If your school is using a different model, describe the model in the text boxes of the PAD.

Creating the PAD

Document the outcome of the conversation with the parent in the relevant text boxes throughout the PAD.

As applicable to the individual student, this means that the PAD must be completed to:
- Specify how the school will support a student's language needs if a bilingual special education class is not supported in-person and remotely by a teacher with the appropriate bilingual extension (including providing an alternate placement paraprofessional)
- Provide additional details regarding how the student's program will be implemented, as discussed with the parent
- Describe how a paraprofessional will support the student in-person and remotely
- Describe how assistive technology (AT) will be used at home or what other alternatives will be used
- Explain how the student's Behavioral Intervention Plan (BIP) will be adapted for in-person and remote learning
- Explain any other interventions that the school will provide to support the student through blended and/or remote learning

These sections should include the parent's voice and should take into consideration the parent's contributions and concerns during the discussion.

Finalizing the PAD

Finalizing the PAD

The PAD must be finalized in SESIS and sent to the parent by September 21.

If there are sections of the PAD that require more interaction with the student before they can be completed, the PAD must still be finalized by September 21, and the PAD should then be updated to include that information.

- For example, if more interaction is needed before the school can explain how the BIP will be implemented, the PAD should reflect that. E.g., "We are collecting more information regarding your child's behavioral needs and will update this section."

- The PAD must still be sent to the parent by September 21. Once more information is available, the PAD should be revised with that information added and sent to the parent.

If additional time is needed, establish a mutual time to connect with the parent at a later date.

IEP Meetings and the PAD

If an IEP meeting is held or an IEP is amended at any point during blended/remote learning:

- The IEP team must also discuss and update the PAD at the IEP meeting
- If any changes were made to the student's special education program, paraprofessional services, AT, or BIP, the IEP team should discuss how those changes will be implemented in blended/remote learning and the PAD should be revised to address any needed changes
- The revised finalized PAD should be provided to the family along with the finalized IEP

If an initial IEP meeting is held during blended/remote learning and the student is found eligible, the IEP team must discuss the PAD during the IEP meeting.
- The PAD should be developed during the IEP meeting
- The PAD should be finalized and provided to the family along with the initial IEP

Additional Clarifications and Guidance

Additional Clarifications and Guidance

- For students in the Pathways to Graduation (P2G) program, the program should follow their process through developing an IEP prior to creating a PAD.

- For students with disabilities newly enrolling in a DOE school, a Comparable Service Plan (CSP) should be implemented until an IEP is developed (at which time, the PAD should be discussed, developed, and provided to the family).

- The school should work with the Office of School Health – Office of Nursing as needed to secure 1:1 skilled nursing services for a student.

- If a student has an annual review IEP meeting scheduled before September 21, the PAD should be discussed at the IEP meeting and developed and provided to the parent along with the student's IEP.

Language Access

Language Access

Interpretation must be made available when contacting a parent whose preferred language is other than English to discuss the PAD. Contact your school's Language Access Coordinator for additional guidance or visit the Translation & Interpretation Unit's InfoHub for additional guidance.

PAD Quality Indicators

A high-quality PAD:

- Incorporates parent voice, partnership and input

    - (Or, if no parent contact was made, documents at least 3 attempts to contact the parent)

- Is discussed with a family in the parent's preferred language

- Describes the student's remote learning environment and experience

- Thoughtfully addresses the student's individual needs in blended and fully remote learning

- Explains what the instruction, services, and interventions (including paraprofessional supports, BIP, and assistive technology) will look like for the student in a blended and remote learning environment

- If the IEP is updated/modified, the PAD will also be revised to reflect any necessary changes to the remote/blended learning

Thank you!