



## Special Education Program Adaptations Document (PAD) for Blended and Remote Learning *Preschool (3K/Pre-K)*

Date:

Dear Parent or Guardian:

This document describes how the special education program recommended on your child's Individualized Education Program (IEP) will be adapted for the learning environments that will be in place this fall. For your information, it describes adaptations for fully remote learning, for a combination of in-person and remote learning ("blended learning"), and for entirely in-person.

This document does not change your child's IEP. Any IEP recommendations not included in this document – including any Supplementary Aids and Services – will continue to be implemented during blended and remote learning to the extent feasible.

If you have any concerns or questions about this document, please contact . If you would like to request an IEP meeting or reevaluation or for a copy of your child's IEP, please contact your [Committee on Preschool Special Education](#) (CPSE) or email [specialeducation@schools.nyc.gov](mailto:specialeducation@schools.nyc.gov) or call 311.

### Student Information

Student Name:

Student ID #:

Date of Birth:

### Special Education Program

*Your child's IEP special education program (special class or SCIS) is checked below.*

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#### **Special Class:**

**Both remotely and in-person**, the special class will be taught by a special education teacher. The class will be composed according to standard requirements for grouping children, and according to the class size and staffing ratio set out on the IEP.

**Remote learning** will include a combination of synchronous and asynchronous activities. The classroom paraprofessional(s) may serve the children remotely in a number of different ways, as directed by the teacher. These include supporting the teacher during instruction; individual or small group instruction, as directed by the teacher; and check-ins/check-outs with you and/or your child (using your preferred communication method) to ensure your child's remote learning needs are met, and to share with the teacher any feedback, concerns or requests you may have.

For **full-time in-school learning**, the class will be taught by a special education teacher with one or more classroom paraprofessionals, and according to the class size and staffing ratio set out on the IEP.

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#### **Special Class in an Integrated Setting (SCIS)**

**Both remotely and in-person**, the SCIS class will include students with and without IEPs. The maximum number of children with disabilities will be determined by the staffing ratio set out on the IEP.

During teacher office hours, you and your child can connect with each of your child's teachers individually. This is an opportunity to discuss how your child's individualized needs are being supported, and how you can best partner with the teachers to deliver the highest quality specialized instruction.

**For blended learning**, the class will be taught by three teachers: an in-person special education teacher, an in-person general education teacher, and a remote teacher (who may be a special education teacher or a general education teacher). The teachers will meet daily to coordinate and plan instruction collaboratively. For example, the in-person special education teacher may work with the remote teacher to adapt materials or record asynchronous mini-lessons. Coordination time will help ensure that the individualized needs of children with IEPs are met during both in-person and remote instruction.

When in school in-person, children will receive live instruction from the in-person teachers. On remote days, the remote teacher will co-plan with the in-person teachers and provide children with learning activities.

**For fully remote learning**, the class will be taught remotely by a co-teaching pair, made up of a special education teacher and a general education teacher. The co-teaching pair will use co-teaching models and a combination of synchronous and asynchronous learning activities to deliver instruction daily.

For **full-time in-school learning**, the class will be taught according to the class size and staffing ratio set out on the IEP.

#### **Adaptations and modifications to the special education program in the in-school, blended, or fully remote environment:**

## **Related Services**

If your child is recommended to receive one or more related services, each related service provider assigned to serve your child will contact you to discuss the schedule and method for service delivery.

**For blended or in-school learning**, some or all related service sessions may be provided remotely, and some or all may be provided in-person at school. To ensure safety while addressing your child's educational needs, in-person services may be delivered in a location different from what is recommended on the IEP. For example, if your child's IEP recommends that services be delivered in the classroom, they may instead be delivered in a separate location at school, to minimize health risks.

**For fully remote learning**, it may be more effective to deliver related services in an environment different from what is recommended on the IEP. For example, if the IEP recommends services in the classroom, the provider may instead schedule separate remote sessions, based on what is most effective and appropriate for the child's needs and remote learning circumstances

If your child is recommended to receive nursing services, please contact the nursing agency or call 311 for information regarding nursing.

## **Paraprofessional Services**

*Does the child's IEP recommend a group or individual paraprofessional (non-classroom)?*

☐ Yes ☐ No

If yes, explanation of how the paraprofessional will serve your child remotely and/or in-person, based on changes to the school environment and remote environment:

## Assistive Technology

*Does the child's IEP recommend Assistive Technology (AT)?*

☐ Yes ☐ No

If yes, explanation of how AT will be used at home:

## Behavioral Intervention Plan

*Does the child have a Behavioral Intervention Plan (BIP)?*

☐ Yes ☐ No

If yes, explanation of how your child's BIP will be modified for in-person and remote learning:

## Additional Information

Any additional interventions that are being provided to support your child in their transition back to school:

For a copy of your child's IEP, contact your [Committee on Preschool Special Education](#) (CPSE) or email [specialeducation@schools.nyc.gov](mailto:specialeducation@schools.nyc.gov) or call 311. For more information on how your child's blended or remote learning will be provided, contact .