



The Special Education Program Adaptations Document (PAD)

Completing the Special Education Program Adaptations Document (PAD) for Blended and Remote Learning.

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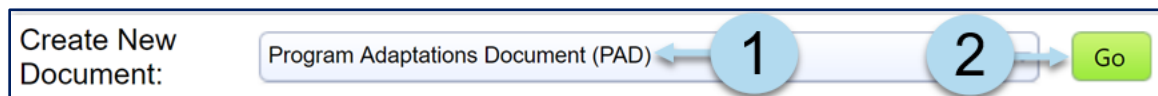
Introduction

This training guide provides step-by-step instructions to complete the Special Education Program Adaptations Document (PAD) for Blended and Remote Learning for students attending DOE schools. The PAD summarizes a student's recommended special education programs, related services, paraprofessional services, Assistive Technology, and/or Behavior Intervention Plan from their latest finalized Individualized Education Program (IEP) and, based on consultation with the parent, explains how key elements of the student's recommended special education programs will be delivered at the start of the 2020-2021 school year.

For content guidelines, refer to the Special Education Program Adaptations Document (PAD) for Blended and Remote Learning on the [Special Education 2020](#) page.

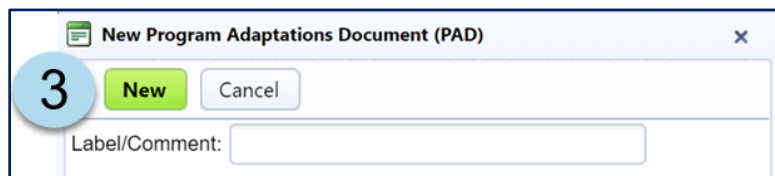
Completing the Program Adaptations Document (PAD)

1. Navigate to the student's documents. From the *Create New Document* dropdown menu, select **Program Adaptations Document (PAD)**.
2. Click **Go**.



Create New Document: Program Adaptations Document (PAD) 1 2 Go

3. Enter a label/comment (optional) and click **New**.

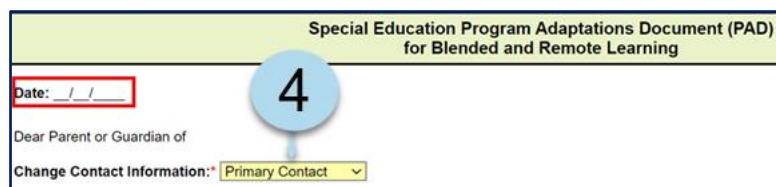


New Program Adaptations Document (PAD) X

3 New Cancel

Label/Comment:

4. *Change Contact Information* is preselected to *Primary Contact* and can be changed to *Secondary Contact*, if necessary.



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

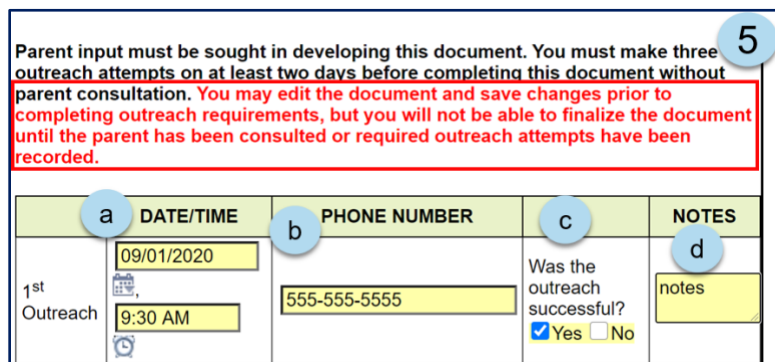
Date: / /

Dear Parent or Guardian of

Change Contact Information: Primary Contact 4

Note: The date field will automatically populate with the document's finalization date.

5. Parent input must be sought in developing the PAD. To document parental outreach attempt(s):
 - a. Enter **Date/Time**.
 - b. Enter **Phone Number**.
 - c. Check **Yes or No** to *Was the outreach successful?* If **No** is checked, an additional row(s) will display to document up to eight (8) additional outreach attempt(s).
 - d. Enter **Notes**.




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.

	a DATE/TIME	b PHONE NUMBER	c	NOTES
1st Outreach	09/01/2020 9:30 AM	555-555-5555	Was the outreach successful? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	d notes

Note: You must make three parental outreach attempts on at least two days before completing this document without parent consultation. All outreach attempts must be conducted in the parent's preferred spoken language. If the preferred spoken language is any language other than English, the guided message below will appear at the top of the document.

Additionally, if the parent's preferred spoken language is other than English, a note should be included in the textbox of the outreach field explaining how the parent's language needs were met. The user should indicate if the call was conducted in the parent's language, if an interpreter was used, or if the parent communicates comfortably in English.









- The Date will be automatically populated with the date this document is finalized.
- The parent's preferred spoken language is Spanish; parent outreach and consultation must be conducted in that language. Please consult with your school's Language Access Coordinator (LAC) for assistance in arranging interpretation and document in the outreach notes below whether an interpreter was used. You may also visit the Translation & Interpretation Unit's InfoHub for additional guidance.

6. After a successful attempt has been documented, the following paragraph will display:

As we discussed on August 23, 2020 this document summarizes the special education program recommended on _____ IEP, and describes how it will be adapted for the learning environments available this fall. For your information, it describes adaptations both for fully remote learning, and for a combination of in-person and remote learning ("blended learning"), even if you have already chosen between the two.

Note: The date in this paragraph populates with the date of latest successful outreach.


Note: After three unsuccessful attempts, you have the option to log additional attempts and the following paragraph will display, as shown in the image below.

	DATE/TIME	PHONE NUMBER		NOTES
1 st Outreach	<div style="display: flex; justify-content: space-between;"> <div>09/01/2020 </div> <div>9:30 AM </div> </div>	555-555-5555	Was the outreach successful? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	notes
2 nd Outreach	<div style="display: flex; justify-content: space-between;"> <div>09/02/2020 </div> <div>11:00 AM </div> </div>	555-555-5555	Was the outreach successful? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	notes
3 rd Outreach	<div style="display: flex; justify-content: space-between;"> <div>09/03/2020 </div> <div>1:00 PM </div> </div>	555-555-5555	Was the outreach successful? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	notes

☐ Check if you want to add an outreach attempt

This document summarizes the special education program recommended on _____ IEP, and describes how it will be adapted for the learning environments available this fall. For your information, it describes adaptations both for fully remote learning, and for a combination of in-person and remote learning ("blended learning"), even if you have already chosen between the two.

7. Click **lookup** to select the staff contact.

If you have any concerns or questions about this document, or if you would like to request an IEP meeting or reevaluation for _____, please contact  lookup at , or email specialeducation@schools.nyc.gov or call 311.

8. The *Student Information* section prepopulates with information from the student's profile and/or most recent finalized IEP. The *English Language Learner (ELL) Status* prepopulates with information from the student's profile, if available. If not, then the ELL status becomes editable. The *Disability Classification*, populates from the latest finalized IEP and is not editable.

STUDENT INFORMATION		
Student Name:	NYC Student ID#:	Student's
DOB:		
English Language Learner Status: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		
Disability Classification: Speech or Language Impairment		

Special Education Program

The following sections display on the PAD in accordance with the student's latest finalized IEP recommendations.

9. The *Special Education Program* section prepopulates with information from the student's latest finalized IEP.

SPECIAL EDUCATION PROGRAM		
Integrated Co-Teaching Services Sciences	Language of Service: English	5 time(s) per week
Integrated Co-Teaching Services Social Studies	Language of Service: English	5 time(s) per week
Special Class Math	15:1 Language of Service: English	5 time(s) per week
Special Class ELA	15:1 Language of Service: English	5 time(s) per week

10. For each of the listed program recommendations, blended and remote learning descriptions will display.

<p>Special Class:</p> <p>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 students of similar age and functional levels, and according to the class size and staffing ratio set out by the IEP.</p> <p>Remote learning will include a combination of synchronous and asynchronous activities.</p> <p>Integrated Co-Teaching (ICT):</p> <p>Both remotely and in-person, the ICT class will include students with and without IEPs. No more than 40% of the students in the class will be students with IEPs (maximum of 12 students with IEPs).</p> <p>For blended learning, on in-person days, the class will be taught by a special education teacher and a general education or content area teacher (a co-teaching pair). As much as possible, no more than 40% of students in an in-person grouping will be students with IEPs. On remote days, a third teacher will provide instruction, through a combination of synchronous and asynchronous learning activities. The remote teacher and the in-person co-teaching pair will meet daily to coordinate and plan instruction together.</p> <p>For fully remote learning, the class will be taught remotely by a co-teaching pair, through a combination of synchronous and asynchronous learning activities.</p>	10
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Note: If recommended for *Adapted Physical Education*, *Special Education Teacher Support Services (SETSS)*, and/or *Indirect SETSS* on the latest finalized IEP, blended, remote, and in-person learning descriptions display for each.

11. If the program recommendation for the *Language of Service* is a language other than English for ICT or Special Class, check **Yes** or **No** to *Will the student be served in-person AND remotely by a teacher with the [insert language] bilingual extension for all recommended periods?*

Will the student be served in-person AND remotely by a teacher with the Spanish bilingual extension for all recommended periods? ☐ Yes ☐ No

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12. If Yes, then you may move on to step 13. If No, you must confirm the alternate placement paraprofessional, then complete the required textbox field.

The student must be assigned a Spanish speaking alternate placement paraprofessional. Discuss with the parent and describe here how the school will support the student's language needs, including through use of the alternate placement paraprofessional, in-person and

remotely.*



12

13. Complete required textbox field.

Please add any additional details on your school's implementation of the program model(s) described above, and any details specific to the student's class. If the student is recommended for a special class with classroom paraprofessional support, describe any changes to the paraprofessional(s)'s activities in supporting the students (based on the students' needs and changes to the school's physical environment and routines), and any additional details on how the paraprofessional(s) will support the students remotely.

Consider and describe the parent'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; and any other issues that need to be addressed for the parent to adequately support their child's remote learning. Note any needs the parent may have with regard to communication with school staff to support the student with remote learning. Plans and needs for remote learning must be addressed even for students who

are expected to be attending in-person, as conditions and family choices may shift.



13

Related Services



14. The *Related Services* section displays on the PAD only if the student has a related services recommendation on their latest finalized IEP.

RELATED SERVICES			
RELATED SERVICE	SERVICE DELIVERY RECOMMENDATION	FREQUENCY HOW OFTEN PROVIDED	DURATION LENGTH OF SESSION
Counseling Services	Group service Language of Service: English	1 time(s) per week	40 minutes
<p>For blended learning, some or all related service sessions will 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.</p> <p>For 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 needs and remote learning circumstances.</p>			

Note: The following sentence will appear in the *Related Services* section if the student has been recommended for School Nurse Services: **For information regarding nursing, please contact the nursing agency or call 311.**


Paraprofessional Services

15. The *Paraprofessional Services* section displays on the PAD only if the student has a paraprofessional recommendation on their latest finalized IEP. Complete the required text box field.

PARAPROFESSIONAL SERVICES			
SERVICE TYPE	SERVICE DELIVERY RECOMMENDATION	FREQUENCY HOW OFTEN PROVIDED	DURATION LENGTH OF SESSION
Paraprofessional Behavior Support	Group service	Daily	0.8
<p>Describe any variation in the paraprofessional's activities to support the student in-person, based on the student's needs and changes to the school's physical environment and routines, and how the paraprofessional will support the student remotely.</p> <p>Consider and describe the parent's input.  </p>			
<div style="text-align: center; border: 1px solid #f5c6cb; border-radius: 50%; width: 40px; margin: 0 auto; padding: 5px;">15</div>			


Assistive Technology

16. The *Assistive Technology* section displays on the PAD only if the student has a assistive technology recommendation on their latest finalized IEP. Complete required text box field.

ASSISTIVE TECHNOLOGY			
DEVICE / SERVICE	SERVICE DELIVERY RECOMMENDATION	FREQUENCY HOW OFTEN PROVIDED	DURATION LENGTH OF SESSION
Portable word processor	Individual service	Daily	During writing tasks as needed
<p>Describe how AT will be used at home (and/or what alternatives will be used, if the any of the recommended AT will only be used in the school building). Consider and describe the parent's input. If support is needed with current AT devices, or if devices need to be issued or additional AT may need to be recommended, please contact catteam@schools.nyc.gov (Districts 1-32) or D75ATTeam@schools.nyc.gov (District 75).*</p> <p> 16</p>			


Behavioral Intervention Plan

17. The *Behavioral Intervention Plan* section displays on the PAD only if the student needs a behavioral intervention plan as indicated from their latest finalized IEP. Complete required text box field.

BEHAVIORAL INTERVENTION PLAN	
<p>If the student has a Behavioral Intervention Plan, describe how the plan will be adapted for in-person and remote learning. Discuss with the parent how the student's behaviors impact the home learning environment and consider any behavioral interventions that can be directed towards the home and remote learning environment. Consider and describe the parent's input.</p> <p>Note a contact person for support with behavioral needs.* </p> <p>17</p>	

Additional Information

18. Complete *Additional Information* textbox field, when applicable.

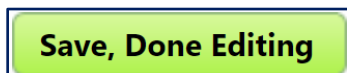
ADDITIONAL INFORMATION	
<p>Describe any additional interventions to support students in their transition back to school — which may be services provided to all students, or to students in certain grades and/or programs, or to students with certain needs. (Any additional special education programs or related services based on the student's individual needs must be documented on the IEP by following the SOPM.)</p> <p>Also note here any parent input or concerns not included in the other sections. </p> <p>18</p>	

19. Click **lookup** to select the staff contact.

This document does not change IEP. Any IEP recommendations not included on this document — including any Supplementary Aids and Services, Program Modifications or Testing Accommodations — will continue to be implemented during blended and remote learning to the extent feasible. For a copy of the complete IEP, or for information on transition activities please contact [redacted] (ID) lookup at [redacted].

Note: Language displayed in the image above will vary, depending on the student's IEP recommendations for Transportation, Travel Training, and/or Transition Activities (if the student is age 15 or older).

20. Click **Save, Done Editing**.



Printing Translated PAD Summary

If the Parent's Preferred Written Language is a Language Other than English or Spanish

1. If Parent Preferred Written Language is a language other than English or Spanish, click the guided message at the top of the page: **Click here to print the translated PAD Summary**.

Draft: Program Adaptations Document (PAD) (2020-21)

Edit This Section Send/Print Letter Set Document... Navigate To...

Click here to print the translated PAD summary.

2. Click the **Print** icon to print the translated PAD summary.

3. Click **Save, Done Editing**.

Program Adaptations Document (PAD) - Translation

Save, Done Editing Save, Continue Editing Cancel Editing

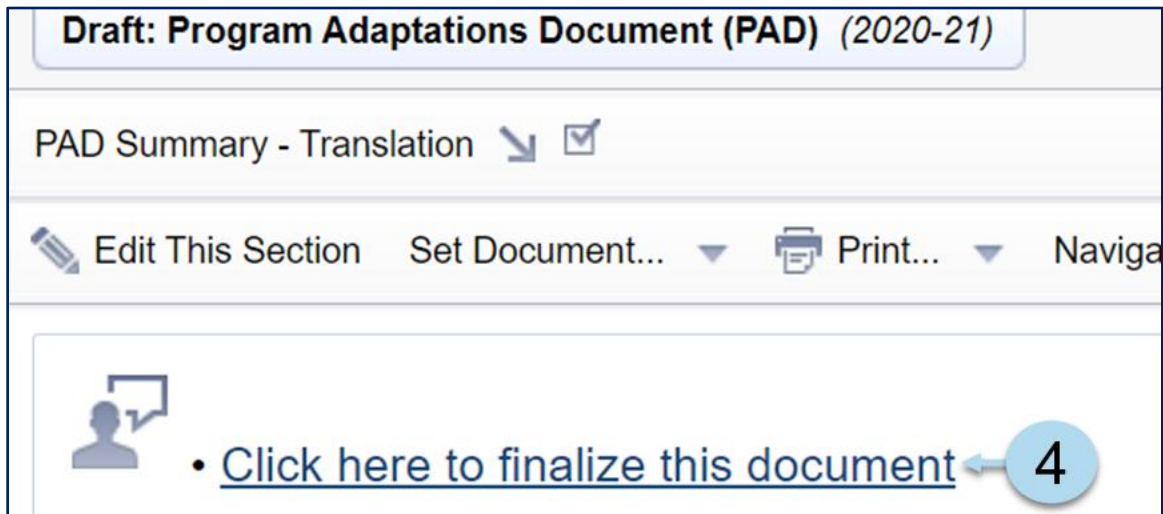
To complete this section, fill out the form below and click save above.

Click here to print English Version of the Procedural Safeguards

NYSED Procedural Safeguards Notice July 2017 1 / 59

পার্ট B পদ্ধতিগত সুবক্ষা নোটিশ

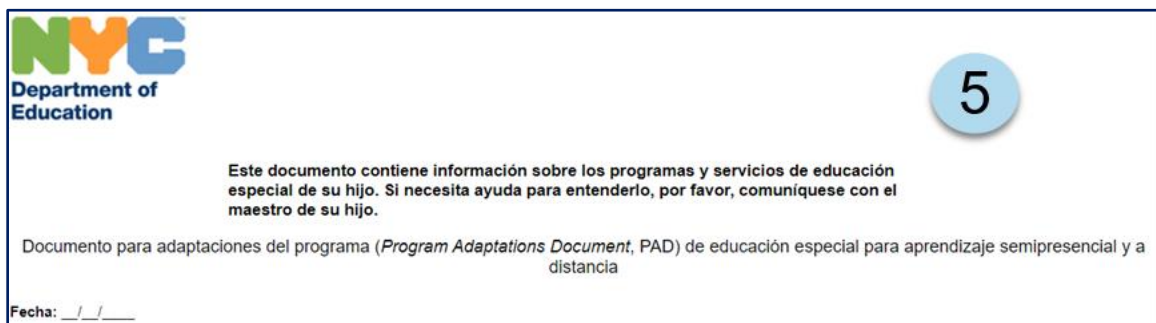
4. Click guided message: **Click here to finalize this document**.



Note: The document may also be finalized by clicking the *Set Document* dropdown menu and selecting *Status from Draft to Final*.

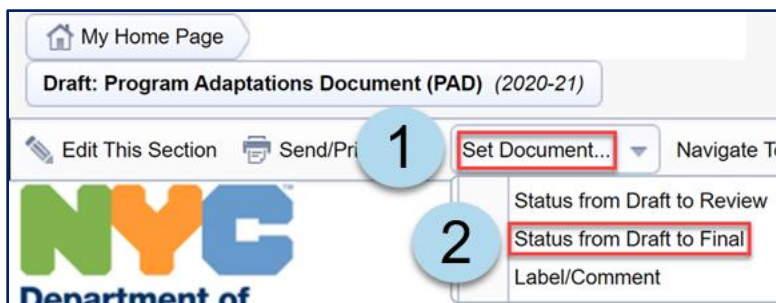
If the parent's Preferred Written Language is Spanish

5. If *Parent Preferred Written Language* is Spanish, then the translated document will appear at the bottom of the completed PAD as part of the printed document.



Finalizing the Program Adaptations Document (PAD)

1. Click **Set Document**.
2. Click **Status from Draft to Final** from the dropdown menu.



3. Click **Accept**.

4. Click **OK** to finalize the document.

NYC Department of Education

Change status of document to final?

4 OK Cancel

Set Document Status: Program Adaptations Document

Change status from **Draft** to **Final**

Comments (optional)

Send a Notification Message To

User IDs: Look up: [Staff User ID](#), [My Messaging Groups](#)

Staff below are referenced in document. Click any to include in notification:
Contact Doc Outlined Staff: [MBa2 \(Ba Mamadou\)](#)

3 Accept Cancel

Sending/Printing the Program Adaptations Document (PAD)

1. Click **Send/Print Letter**.

My Home Page

Send/Print Letter Navigate To... More...

1

Document status set to final.

2. Click **OK** to record event.

Record sending letter as event? (Click OK to record event or Cancel to print only)

2 OK Cancel

3. Enter all necessary information.
4. Click **Accept/Print** and send home to parent.

The screenshot shows a web form titled "Send Letter Event for". A red box on the left side of the form, labeled with a blue circle containing the number "3", highlights the following fields: Letter, Event Subject, Event Description, Date And Time Of Event, Process Type, Process Stage, Response Type, Log Type, Meeting Type, Social History Meeting Date, Parent Principal Meeting, Parent Principal Meeting Scheduled, Evaluation Meeting Status, Relinquish Seat Reason, and Additional Comments. The form is populated with the following information: Letter: Program Adaptations Document (PAD); Event Subject: 'Program Adaptations Document (PAD)' sent for; Event Description: Letter sent today.; Date And Time Of Event: [empty]; Process Type: (none); Process Stage: (none); Response Type: (none); Log Type: (none); Meeting Type: (none); Social History Meeting Date: [empty]; Parent Principal Meeting: [empty]; Parent Principal Meeting Scheduled: [empty]; Evaluation Meeting Status: (none); Relinquish Seat Reason: (none); Additional Comments: [empty]. Below the red box, there is a section for "Send a Notification Message To" with a "User IDs:" field. Above this field are links for "Look up: Staff User ID" and "My Messaging Groups". Below the "User IDs:" field is a note: "Staff below are referenced in document. Click any to include in notification: Contact Doc Outlined Staff: MBa2 (Ba Mamadou)". A blue circle with the number "4" is positioned over the "Accept / Print" button, which is highlighted with a red box. A "Cancel" button is also visible.

Note: If the parent has agreed to receive communications related to the IEP via email, the document may be saved as a PDF and emailed to the parent using email encryption. You may find instructions on [Saving a SESIS document as a PDF file](#) on the InfoHub.