

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

Social distancing limitations will require substantial adaptations to special education program and service delivery models. Most special education programs will be adapted according to citywide guidance; other adaptations may be decided upon based on the individual student's needs in relation to school or home circumstances, in consultation with the family. Following discussion with the family, a document reflecting these service provision details must be thoughtfully prepared and provided to the family around the start of school. Any work that can be done in the Special Education Program Adaptations Document (PAD), defined below, that is not dependent upon interaction with the student shall be completed by 9/21. Any work that, in the opinion of the case manager or teacher, is dependent upon interaction with the student will be done by 9/30, or as soon as is practicable if there is insufficient interaction as of 9/30.

As students (and schools) may shift between fully remote and blended learning, this document will provide details on service delivery in both the fully remote and blended environments. The student's schedule will specify the timing and location of all programs and services.

The Special Education Program Adaptations Document (PAD), along with the student's schedule, documents how key elements of the student's special education program will be implemented during the blended/remote learning period that will begin in September. The PAD lists the current special education program and paraprofessional services recommended on the student's IEP and describes for the family how these will be delivered through in-person and remote methods, including any adaptations specifically for the student. These descriptions will be based on overall NYCDOE guidance for the delivery of specific special education programs and services and will allow for additional details to be added based on the individual student's needs and IEP recommendations, school-specific information, and school and home circumstances. The PAD will be created by the case manager. A sufficient amount of time will be given to case managers between 9/8 and 9/21 to complete PAD work. Whether or not the amount of time is sufficient will be subject to the operational complaint process.

NYCDOE schools will be required to create a PAD for each 3K-12 student with an IEP (both those who will be participating in blended learning and those who will be receiving fully remote learning), except students receiving only SEIT and/or related services, before the first day of school and provide it to the parent. Any work that can be done in PADs, that is not dependent upon interaction with the student, shall be completed by 9/21. Any work that, in the opinion of the case manager or teacher, is dependent upon interaction with the student will be done by 9/30, or as soon as is practicable if there is insufficient interaction as of 9/30. NYCDOE and UFT agree to work together, including meeting as necessary, in order to discuss feedback on the process, and subsequent conversations with the parent to update the PAD.

For K-12 students, the teacher will create the document in SESIS, and will be prompted to confirm a phone conversation with the parent (or note three unsuccessful attempts at one). IEP recommendations will be auto populated. For 3K/PK students, the PAD will be created on a separate form and sent to the CPSE and parent. The standardized-text portions of the document will be translated into the parent's preferred language, if it is a DOE covered language.

Program Adaptations Document Layout

The PAD begins with an introductory paragraph:

As we discussed on <date entered>, this document summarizes the special education program recommended on <first name>'s 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.

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

IEP Programs and Services

Special Education Programs

Special Class (including ratio), SETSS, ICT will be prepopulated from the IEP, along with the subject, language, and number of periods per week.

For the listed program, a paragraph describing the NYCDOE's Social-Distanced / Blended Learning (in person and remote) model will be prepopulated. The teacher will have a field to add additional details on their school's implementation of the program and any adaptation to the student's class or program in particular, and to capture parent concerns, preferences and feedback regarding both in-person and blended learning.

Related Services

The student's related services, including frequency, duration, language and group size, will be prepopulated.

Text will be prepopulated noting that related services may be delivered in-person, remotely, or through a combination of the two methods, and that the provider for each service will contact the family to discuss and develop a schedule.

If nursing services are recommended, they will be listed with a note on how to get assistance if services have not yet been confirmed.

Paraprofessional Service

If a student's IEP recommends an IEP-assigned paraprofessional, that recommendation will be prepopulated, including the type of paraprofessional, frequency and duration.

The teacher must note any adaptations to how the paraprofessional will serve the student in person and remotely, and any feedback from the parent.

Assistive Technology

If a student's IEP recommends assistive technology, the recommended Assistive Technology (AT) will be listed.

The teacher will describe how the AT will be used at home, and/or what alternatives will be used at home, if the any of the AT will only be used in the school building.

Behavioral Intervention Plan

If the student has a Behavioral Intervention Plan, the teacher will be required to describe how the plan will be adapted for current school circumstances and how, if necessary, it will be implemented during remote service provision.

Additional Interventions (Non-IEP)

The teacher can use this space to document any additional interventions being provided to support students in their transition back to school — which may be citywide or school-specific 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 would be documented on the IEP following the standard process.) The teacher can also use this space to document any parent feedback not captured elsewhere.