

July 31, 2020

Remote Learning Guidance: DOE-Assigned Paraprofessionals Serving Students with IEPs Attending Charter Schools and Students with IESPs

This document provides guidance on the provision of remote paraprofessional services arranged by the DOE for students with IEPs attending Charter schools and students with IESPs attending non-approved private/religious schools. It applies to days when students are receiving remote paraprofessional services due to the pandemic, whether as part of a fully remote or blended (some days in-school, some remote) learning model. Further guidance on in-person paraprofessional support under current conditions will be provided separately.

This guidance only relates to remote paraprofessional support that may be provided by IEP-assigned paraprofessionals placed directly by the DOE to serve students with IEPs in Charter schools or students with IESPs. This guidance does not apply to paraprofessionals serving solely as transportation paraprofessionals.

General

In addition to the limits on remote paraprofessional services set out below, the total number of hours of paraprofessional services provided to a student may not exceed the amount they would receive if the student's services were provided fully in-person as normal, consistent with the recommendation in the student's IEP; no exceptions to this cap will be granted.

Only one IEP-assigned paraprofessional may support a student remotely at any given point in time during the day; i.e., only one paraprofessional may be working remotely with a student for a given period/session time.

If schools are implementing remote online learning for their students with IEPs/IESPs, the paraprofessional providing the remote service may participate in up to 2 hours of relevant professional development regarding online learning offered for school instructional staff, at no additional charge to the DOE.

Contracted agencies, or assigned paraprofessionals, must obtain parental consent for remote paraprofessional services before service provision may begin. Agencies should use the [consent form](#), included in this guidance. If the agency/paraprofessional is unable to reach the family, the agency/paraprofessional should indicate that on the form. Agencies should submit an updated form when appropriate (e.g., if consent is withdrawn or if obstacles are identified after obtaining consent). See [further instructions regarding the consent process, here](#).

Health Paraprofessionals

The scope of work to be performed by a remote health paraprofessional must be approved in advance by

the CSE. After consideration by the school and family, the school and/or family should articulate in writing to the CSE the specific task(s), the amount of time needed for the use of the remote health paraprofessional to be approved by the CSE, and the nature of the supervision to be provided to the paraprofessional. Upon the approval of the CSE, remote IEP-assigned health paraprofessionals (including toileting paraprofessionals) may support a student for up to a total of 1 hour per learning day. Any request for such remote services in excess of a total of 1 hour per day must be approved as an exception, in writing, by the CSE Chairperson or designee. The CSE will respond to this request within 5 business days.

IEP-assigned health paraprofessionals may remotely support a student in working toward IEP goals by working with the student's family to ensure that the student's health needs are addressed effectively, as they would be within school. All health paraprofessional services must be provided directly to the student and/or caregiver.

Non-Health Paraprofessionals

Schools and families may utilize remote IEP-assigned non-health paraprofessionals (e.g., behavior support, orientation and mobility) for up to a total of 3 hours per remote learning day, inclusive of up to 30 minutes per day of indirect services (e.g., consultation with school staff, administration, parents, and agencies), to provide remote support to students they have been assigned to serve pursuant to their IEP/IESP paraprofessional recommendations (1:1 or group). All remote paraprofessional activities must be initiated and conducted under the direction of a teacher of the student, or, where appropriate, a related service provider assigned to work with the student.

If a school provides more than 15 hours per week of synchronous instruction (either remote or in-person), the school and/or family may request service provision beyond a total of 15 hours of remote paraprofessional services per week by submitting the attached form. These requests must be approved, in writing, by the CSE Chairperson or designee. These requests should explain why additional remote paraprofessional services are being requested, describe the additional work the remote paraprofessional will be performing, and explain how the paraprofessional will be supervised by the student's teacher (or the Charter school's special education coordinator). The CSE will respond to this request within 5 business days, and upload the form to the student's record upon approval. Paraprofessional service provision will not be extended beyond the number of hours of synchronous instruction a school provides.

IEP-assigned paraprofessionals providing remote services in accordance with this guidance may serve in a number of capacities to support a student during remote instruction and support a student in working towards their IEP goals, including, but not limited to:

- Supporting students during their remote instruction and/or tele-therapy (as appropriate);
- Indirect services which include consultation with school staff, administration, parents and/or agencies, phone calls regarding the student, and any other activities which indirectly support the student to whom they are assigned;
- Providing insight and observations about the strategies and modifications to school staff and/or families that work well for the student(s) they serve;

- Supporting students with remote assignment preparation, content, and activities;
- Providing remote language supports to students recommended for instruction in a language other than English;
- Assisting with assembling and distributing materials that will be sent to a student;
- Communicating and checking in with students as determined by classroom teachers and school leadership;
- Sharing post-lesson observations about the student's challenges with content or activities with the classroom teacher(s) and/or related service provider;
- Under the direction of the teacher and/or when requested by the related service provider, supporting families and students in accessing and participating in remote learning and therapy experiences, including supporting families in implementing behavior supports and structures, as needed;
- Implementing management needs as per the IEP (cues, prompts, redirection, etc.); and
- As directed by the classroom teacher, individually checking in with student and family regularly to ensure the student has support and can access assigned work and checks in regarding the student's specific areas of need.

Billing Procedures

Billing procedures for remote paraprofessional services are the same as those issued by the DOE previously for provision of remote related services. Accordingly, all services should be recorded and verified on the [Related Service Billing Form 7A – Tele-Therapy/Remote Services](#). Additional information regarding the implementation of the referenced caps on remote services in the vendor portal will be provided in the near future.

Resources for Paraprofessionals

Paraprofessionals can access all training materials for educators and remote instruction materials for students through [NYCDOE Teach-at-Home Website](#).

Encounter Attendance

Guidance regarding Encounter Attendance can be found on the SESIS training page [here](#).

IEP-assigned paraprofessionals who are serving in this remote role will:

- Enter encounter attendance for each day that they work with a student.
- Identify the applicable description of each direct or indirect service provided, indicating whether it was a phone only service; phone only consultation or delivered via a remote learning platform.
- Include detailed session notes on the provision of consultation and support to the student and family.
- Please refer to the above linked guidance linked for further information.

The remote provision of IEP-assigned agency paraprofessional service consistent with this guidance document is effective from July 31, 2020, until further notice.