

Special Education and EL Service Delivery Plan SY 20-21

Special Education and English Learner Supports and Services in the Hybrid Learning Model

The hybrid in-person/remote-learning model delivers in-person instruction at VPCS, with physical distancing and health and safety measures in place to protect students and staff, per DESE guidelines. In this model, most students will attend school in-person on two consecutive days each week, and engage in remote, synchronous learning on the other three days. Students with disabilities, and English learners who are in the beginning stages of language development will be offered in-person instruction four days each week, on Mondays, Tuesdays, Thursdays, and Fridays to ensure that students have the services and support they need. All students will engage in remote learning on Wednesdays.

Most Students Participating in Hybrid Learning Model

Monday	Tuesday	Wednesday	Thursday	Friday
Group A In-Person	Group A In-Person	Teacher Planning	Group B In-Person	Group B In-Person
Group B Remote Learning	Group B Remote Learning		Group A Remote Learning	Group A Remote Learning
		Remote Learning (All Students)		

Students with Disabilities and Beginner English Learners

Monday	Tuesday	Wednesday	Thursday	Friday
Group C In-Person	Group C In-Person	Teacher Planning	Group C In-Person	Group C In-Person
			Remote Learning (All Students)	

Students Whose Parents Choose Full Remote Learning Model

Monday	Tuesday	Wednesday	Thursday	Friday
Group D Remote Learning	Group D Remote Learning	Teacher Planning	Group D Remote Learning	Group D Remote Learning
			Remote Learning (All Students)	

In-Person Learning: During in-person learning, there will be a continuum of special education and English learner services to deliver instruction in general education settings, special education settings, and

ESL classroom settings. This may include additional support from a special education teacher or from an English as a second language teacher during core content classes, small group instruction, and/or instruction in special education settings as indicated on IEPs. Because of social distancing and other safety requirements, special education students and English learners may receive some services in different ways than usual. For example, students may receive B-grid special education support services and C-grid related services remotely from within the school building via video conference to prevent the mixing of learning cohorts. Veritas Prep’s co-teaching model will support students with disabilities and English learners in accessing their push-in remote services. Veritas Prep will communicate with parents about any changes to the way IEP services or English learner support will be delivered. IEP teams will also meet to make any adjustments to services or accommodations needed. During in-person learning, students will receive:

- Direct/synchronous instruction in math and literacy
- Supervised in-person asynchronous instruction in Science and Social Studies
- Additional instruction provided for English Learners, as required
- Additional instruction and related services provided for Special Education students based on IEPs
- Daily Social-Emotional Learning (SEL) lessons

Health and Safety

All teachers will learn about the appropriate health and safety protocols during teacher professional development prior to students first day of school. Teachers will include the teaching of these protocols (masks, hand-washing, cohorts, cleaning procedures etc.) in the beginning of school orientation for all students. Special education teachers, teaching assistants, and culture team members will teach and continue to practice the health and safety protocols with students with disabilities in small groups and individually as needed. This will include the safety procedures for riding the bus to and from school.

Hybrid Schedule with Special Education and English Learner Support

In-person & Remote Learning Schedule	Supports for Students with Disabilities	Supports for Beginner English Learners
Morning Procedure	Support for executive functioning skills (i.e. organizing material, reviewing the schedule for the day, check-in with students to monitor work completion)	
Daily SEL (Synchronous)		
Problem Solving (Synchronous) ELA co-advisor supports	Remote Special Education Push-In Support	
Mask/Stretch Break		
Literature (Synchronous) Math co-advisor supports	Remote Special Education Push-In Support	In-Person and/or Remote ESL Push-In Support

Composition (Synchronous)	Remote Special Education Push-In Support	Remote ESL Push-In Support
Lunch		
Science (Asynchronous)	Remote Special Education Push-In Support	Remote ESL Push-In Support
Mask/Stretch Break		
Social Studies (Asynchronous)	Remote Special Education Push-In Support	Remote ESL Push-In Support
Slate Math (Synchronous)	Remote and/or In-Person Small-Group Math Support Provided	
Tutoring/IR/Makeup (Synchronous)	Remote and/or In-Person Small-Group Literacy Support Provided	Remote and/or In-Person Small-Group ESL Support Provided

Remote Learning within the Hybrid Model: Because our in-person hybrid model will mirror our remote model, students with disabilities and English learners whose parents choose the full-remote learning model will engage in synchronous learning that follows a similar academic learning pace as students participating in in-person learning. Students with disabilities and English learners will be able to remotely access the additional instruction and related services and supports as outlined in IEPs and state requirements, as illustrated in the hybrid schedule above.

Veritas Prep will work closely with parents and related service providers for students who have difficulty in changes in routine to help students transition back to school for whichever reopening model they will experience.

Special Education and English Learner Supports and Services in the Fully-Remote Model

In the fully-remote model, students with disabilities will be provided with synchronous learning opportunities with special education teachers and related service providers based on the services documented in their IEPs, and English learners will be provided with synchronous learning opportunities in ESL instruction based on the DESE’s recommended periods of ESL instruction for ELs.

Students with disabilities will be provided with a consistent schedule of synchronous classes, services and therapies in alignment with students’ IEPs. As indicated on students’ IEPs, special education services will be delivered remotely through the fully-remote model, and will include a continuum of services including instruction in both general education settings and special education settings such as co-teaching, small group instruction, and/or instruction in special education settings as indicated on IEPs. For example, if a student’s IEP indicated support provided in general education for mathematics, during the remote math class, a special education staff member might co-teach the session along with the general education

teacher, or might work in a smaller virtual break-out room for part of the class to support a student with an IEP. If a student's IEP indicates that mathematics instruction will be delivered in a special education setting, then the student would receive mathematics instruction provided by a special educator in a smaller virtual group setting.

English learners will also be provided with a consistent schedule of synchronous classes that include ESL instruction based on DESE's recommended periods of ESL instruction for ELs. English learners may also receive support during portions of their remote core content classes from an ESL teacher in small virtual break-out rooms.

Students and families will also be provided with a schedule of additional times that teachers will be available to provide guidance and support outside of students' synchronous learning schedules for additional academic help, progress updates, and other consultations. Some examples of the supports that special education teachers may provide during these times include:

- Reviewing online content before students engage with it
- Pre-teaching content
- Re-teaching content
- Providing instruction/support for executive functioning skills (i.e. organizing material, creating outlines, breaking down assignments, check-in with students to monitor work completion)

In each of the three learning models, the Instructional Leadership Team will collaborate with teachers to monitor students' work completion, grades, participation, and other data to identify students who need additional support. The IST and Student Support Team will pay special attention to the progress of students with disabilities, English learners, former English learners, and economically disadvantaged students.

Technology Tools

- For Student Learning

Students with disabilities and English learners will also benefit from Veritas Prep's enhanced technology tools. This spring and summer we have systematically investigated and selected a suite of technology tools that will enhance the teaching and learning experience for all students, including students with disabilities and English learners, by making read aloud supports, translation supports, and individualized tutoring more easily accessible. The technology tools we have selected also allow for teachers to track student progress and differentiate for students' needs more effectively than they could in the spring remote learning environment. Whether in person or remote, we will use these technology tools to support student learning, making it easier for students to flow back and forth between an in person environment or a remote environment. These technology tools are described in more detail within the "Systematic technology and materials support" portion of Section D of the Hybrid Learning Plan.

- For Progress Monitoring/Parent Communication

Veritas Prep understands that parent communication about students’ progress is especially important in a remote or hybrid learning model. Veritas Prep will use technology tools to help accomplish this including: Deanslist, which allows us to send school-wide communication via email and text message to families; POSSIP, which allows us to send short surveys to families via text; and Jumprope, which allows families to log in to see student grades. In addition, Special education teachers at Veritas Prep will also use a tracker specifically for special education students that will be used to monitor students’ progress based on their IEP goals and objectives. Veritas Prep will also increase the number of progress reporting cycles in a full-remote learning model.

- For Parent Communication/Collaboration

Veritas Prep will also use technology tools to help facilitate some special education related parent communications. Veritas Prep will use Frontline Special Education and Interventions collaboration portal to securely send evaluation consent forms, IEPs, meeting invitations, meeting summaries, and other notices and documentation to families, which also allows parents and guardians to electronically sign documents and return them securely. Veritas Prep will continue using Zoom and Google Meetings to facilitate IEP meetings, parent consultations, progress monitoring updates, and other special education related conversations with parents and guardians.

Remote Learning Schedule with Special Education and English Learner Support

Minutes	Remote Learning Schedule	Supports for Students with Disabilities	Supports for Beginner English Learners
25	Morning Procedure	Support for executive functioning skills (i.e. organizing material, reviewing the schedule for the day, check-in with students to monitor work completion)	
30	Daily SEL (Synchronous)		
60	Math Problem Solving (Synchronous)	Remote Special Education Push-In Support	
15	Stretch Break		
50	Literature (Synchronous)	Remote Special Education Push-In Support	Remote ESL Push-In Support
50	Composition (Synchronous)	Remote Special Education Push-In Support	Remote ESL Push-In Support
25	Lunch		
55	Science (Asynchronous)	Remote Special Education Push-In Support	Remote ESL Push-In Support
15	Stretch Break		

45	Social Studies (Asynchronous)	Remote Special Education Push-In Support	Remote ESL Push-In Support
30	Slate Math (Synchronous)	Remote Small-Group Math Support Provided	
60	Tutoring/IR/Makeup (Synchronous)	Remote Small-Group Literacy Support Provided	Remote Small-Group ESL Support Provided

Special Education and English Learner Supports and Services in the Full In-Person Model

In our in-person model, students with disabilities will be provided with the services documented in students’ IEPs, and English learners will be provided with ESL instruction based on DESE’s recommended periods of ESL instruction for ELs as described in the hybrid learning model. Veritas Prep will work closely with parents and related service providers for students who have difficulty in changes in routine to help students transition back to school.

During in-person learning, there will be a continuum of special education and English learner services to deliver instruction in general education settings, special education settings, and ESL classroom settings. This may include additional support from a special education teacher or from an English as a second language teacher during core content classes, small group instruction, and/or instruction in special education settings as indicated on IEPs.

Because of social distancing and other safety requirements, special education students and English learners may receive some services in different ways than usual. For example, students may receive B-grid special education support services and C-grid related services remotely from within the school building via video conference to prevent the mixing of learning cohorts. Veritas Prep’s co-teaching model will support students with disabilities and English learners in accessing their push-in remote services. Veritas Prep will communicate with parents about any changes to the way IEP services or English learner support will be delivered. IEP teams will also meet to make any adjustments to services or accommodations needed. Please see the in-person hybrid learning schedule above for more information. During in-person learning, students will receive:

- Direct/synchronous instruction in math and literacy
- Supervised asynchronous instruction in Science and Social Studies
- Additional instruction provided for English Learners, as required
- Additional instruction and related services provided for Special Education students based on IEPs
- Daily synchronous Social-Emotional Learning (SEL) lessons

Health and Safety

All teachers will learn about the appropriate health and safety protocols during teacher professional development prior to students first day of school. Teachers will include the teaching of these protocols (masks, hand-washing, cohorts, cleaning procedures etc.) in the beginning of school orientation for all students. Special education teachers, teaching assistants, and culture team members will teach and continue to practice the health and safety protocols with students with disabilities in small groups and individually as needed. This will include the safety procedures for riding the bus to and from school.