



To: Mr. Tony Watts
Ms. Malone, Chairperson of the Board
Members of Newport Board of Education

September 18, 2020

The focus of this month's work has been on ensuring students identified with special needs have access to the general curriculum, Individual Education Programs are being implemented to the maximum extent possible, and planning for student's in-person instruction.

General Overview of In-Person and Virtual Delivery of Instruction for Special

Populations

All instructional hours and services outlined in the student's IEP's are aligned and consistent to ensure equitable instruction for all students identified with special needs regardless of which model (hybrid or virtual) parent/guardian selected. In both models, teachers of exceptional children and related service providers will engage in collaborative planning, co-teach concepts, and/or provide services in small groups. Special education services and supports including direct instruction, related services and accommodations, as outlined in the student's IEP will be provided through both models of instruction.

In-Person Learning/Hybrid

Population of Students Identified w/Special Needs Scheduled to Attend In-Person/Hybrid:

NPS: 47%

NIS: 37%

NHS: 50%

Phoenix & Challenge (Regional School Program): 28%

There will be a continuum of special education services when delivering instruction in both general education settings and resource room settings. This may include co-teaching and/or small group instruction.

- Students will engage in assignments and activities that explore new content on both in-school and virtual learning days.
- New content and all courses required by Kentucky standards of learning will be offered on both in-school and virtual learning days.
- General classroom instruction will feature whole group, small group, and individual support at all grade levels.

Students identified with Moderate & Severe Disabilities (MSD) will have the option to attend in-person four days per week (M, T, Th, & F). This option will afford service providers additional opportunity to model and teach daily/independent living concepts/skills in an environment where manipulatives are readily available. Face coverings/masks are required for students and staff while at school unless medically exempt. Physical distancing and safety measures are in place to protect students and staff per CDC and district guidelines.

MSD Populations scheduled to attend in-person 4 days per week as requested by parent/guardian.

School Site	# of Students scheduled for In-Person 4 Days per wk.	# of Students scheduled for Virtual Only
NPS	5	2
NIS	5	1
NMS	2	2
NHS	2	2

General Overview of Virtual Learning Environment:

Teachers and related service providers will utilize virtual platforms to deliver instruction as outlined in the student's IEP. For example, if an IEP details that services will be delivered in a Co-taught setting the special education teacher will join regular ed. teacher's virtual class. Regular and special education teachers will deliver instruction using one or more of the co-teaching delivery methods (one-teach-one assist, station teaching, parallel teaching, one-teach-one observe, or team teaching). Online curriculum resources and instructional tasks assigned by teachers may include but not limited to the following:

- Video introduction of new content
 - Independent practice; assessment of proficiency
 - Continued purposeful interaction with peers utilizing virtual platforms
 - Thoughtful engagement with curriculum
 - Access help during intervention period
 - Engagement in teacher-supported extensions as needed
 - Opportunities to review previously taught material to remediate or strengthen understanding and/or skills
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Role of Special Education Assistants:

All special education assistants will have devices and support students under the direction of a regular or special education teacher. Supports provided can include but not limited to:

- Student Check-ins
- Support for work completion and executive functioning
- Accommodations and reteaching of concepts or skills if needed
- Practice skill/concept for mastery
- Home visits to drop off and/or collect student assignments

Exceptional Children Operations

- Conducted (1) one, ARC First Step Meeting. Upon each student's third birthday they will enroll to Newport Pre-school.
- Conducted (4) four, ARC Meetings.
- Facilitated training for student progress monitoring system utilized by teachers to track specially designed services (in minutes) delivered and student progress toward achieving IEP goals.

Exceptional Children Programming Rates

- 504/ADA – 25 Students
- Special Education Services – 208 Students
- Phoenix Program – 5 Students
- Challenge Program – 2 Student
- Twenty new enrollments to date

District Mental Health Programming

This month the advertising “blitz” showcasing Newport’s Mental Health Wellness Programming got underway. The “Blitz” is the beginning of our advertising plan to promote the services and supports available to our students and staff. Ms. Scruggs and Ms. Onkst are currently meeting with all district employees to highlight services and supports available.

September’s Program Advertisement:

1. Billboard Advertising Newport’s Mental Health Clinicians – Attached
 2. Employee & Family Wellness Program Brochure-Attached
 3. District Mental Health Clinician’s Parent Brochure-Attached
 4. Staff Mental Health Wellness Website & Referral Form - Link & Attached Screenshot of Webpage.
<https://www.newportwildcats.org/Content2/514>
 5. Social Media Account:
Twitter & Instagram: @NISclinicians – Attached Screen Shot of Account
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Would like to thank the following for their assistance and expertise in the design and development of program advertisements. (Angie Hall – Employee & Family Wellness Program Brochure. Kelly Grayson- District Mental Health Clinician's Parent Brochure), (Bonnie Stacy-Billboard), and (Brad Lime – QR Code Design & Debbie Roaden-Webpage).

Feedback from staff and parents about our mental health programming have been positive and supportive.

Respectfully Submitted,

Lisa Swanson
