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

August 21, 2023

Exceptional Children Operations

1. Student Related Services Caseloads and Service Schedules have been developed for the following related services:
- Occupational Therapy
- Physical Therapy
- Speech and Language Therapy
- Mental Health Therapy
- Orientation and Mobility Service

2. Student caseloads are assigned and service delivery for specially designed instruction has been scheduled for all students.

3. Co-teaching service delivery model will be utilized during the 2023-24SY. Co-teaching is a specific type of collaborative teaching format where regular education and special education teacher share instructional responsibility and joint accountability for student identified with special needs in a general education classroom. Through planning, co-teaching partners determine the best co-teaching approach for any given lesson or unit, based on curriculum, specific purpose for instruction, and the needs of students.

Co-Teacher Approaches

Whole Group Co-Teaching Approaches:

Teaming, involves co-teaching partners teaching in front of the class, each fully and simultaneously engaged in leading the delivery of core instruction. Co-

teachers may have different but equally active roles. For example, one co-teacher may be leading the large group lesson while the other charts key points/ models note-taking (Speak & Chart) or restates key concepts for clarification (Speak & Add).

One Teach, One Observe, also known as "Lead and Support", is implemented with one coteaching partner leading instruction, while the other collects data through observation. The co-teaching partners pre-determine specific observational information to gather during instruction and together analyze the data for use in making instructional decisions or to form temporary skill groups.

One Teach, One Assist, also known as "Shadow Teaching" or "One Teach, One Drift" consists of one co-teacher being primarily responsible for delivery of core instruction for the day's lesson while the other co-teacher circulates through the classroom providing assistance to students as needed. Support to students might include examples such as cuing students to employ a previously taught learning strategy or attend to tasks, helping students do their science experiment from directions, prompting student writing responses in progress or assisting them to edit. This approach is the most commonly overused, and should be used sparingly.

Small Group Approaches:

Station Teaching, co-teaching partners divide students into 2-3 rotating small groups and divide content into instructional segments which students encounter in learning centers or 'stations. Each teaching partner takes responsibility for delivery of a portion or segment of the days' instruction within one station. All students will access each co-teaching partner and every station by rotating from one station to the next; some stations may structure groups or pairs to work independently with materials on a pre-planned activity while others feature teacher-directed activities for small groups. Station teaching can be used effectively in any content area, when the content is not required to be taught in sequential order.

Parallel Teaching, the co-teaching partners divide the class into two groups and lead the same content instruction with both groups simultaneously (with pre-planned common learning targets and objectives). This approach is recommended for frequent use as it allows for smaller groups and more individualized teacher attention during instruction, while maximizing student participation and minimizing student behavior problems.

Alternative Teaching, one co-teaching partner instructs the large group while the other works briefly with a temporarily formed small group for a specific instructional purpose identified in advance (which may be enrichment, re-teaching, interest area, pre-teaching, reviewing directions just given, etc.). Students return to the large group and continue participating in classroom instruction, group work or assignments. Small groups should be formed and re-formed based on ongoing formative assessment.

4. Regional School Program Update.

We currently have six students attending Regional School Program. On July 28, 2023 the district received notification that Regional Schools renamed their three programs. The renaming of each program does not change any portion of their programming, procedures, makeup or function of services it offers.

Restore Program (formerly Phoenix Program)

Success Academy (formerly Learning Academy)

Pathways Program (formerly Challenge Program)

<u>Special Education Service Programming Rates:</u>

- <u>Special Education Population</u>
  203 Students

- <u>Related Service Enrollments:</u>
  Speech & Language-   47
  Occupational Therapy – 29
  Physical Therapy –   5
  Mental Health Therapy- 33
  Orientation & Mobility-   1

<u>Alternate Service Locations</u>:
- Restore Program –   6
- Home/Private School Students – 4
- Newport School of Innovation-   1

504 Programming Rates – 13 Students
- NPS-   1
- NIS –   3
- NHS – 8
- NSOI- 1

4. **District Mental Health Programming:**

Number of Students Receiving Individual Therapy:

- Newport Primary School-Krysten Munn
     29 Students Total/Caseload
- Newport Intermediate School-Brandy Mains
     28 Students Total/Caseload
- Newport High School-Hannah Lunde
     36 Students Total/Caseload

Respectfully Submitted,

Lisa Swanson