



Exceptional Children Department

Increase Extended School Days Proposal

A. Position and Personnel Information

Position Title: Newport Independent Schools Diagnostician

Employee Name: Kerri Niemann

Years of Experience: 18

Years of Experience in current position at Newport Independent Schools: 10

Current Extended School Days: 10

B. Diagnostician Job Description

- Receive student referrals and implement evaluation process to determine student eligibility for special education and related services.
- Assess the educational, behavioral, social, learning styles, and programming needs of students referred for special education and related services.
- Consult with classroom teachers, principal, guidance counselor, support staff, parent/guardian, mental health personnel, physicians, treatment facilities and other agency representative providing services to student being evaluated.
- Collect, organize, and develop integrated student report detailing diagnostic educational assessment data relating to the student's educational and functional performance across educational settings, community and home.
- Coordinate and participate in Admission, Review, and Release (ARC) Committee Meetings to assist with interpretation of assessment data, appropriate placement, and development of Individual Education Plans (IEP).

C. Proposal Request

- 25 Extended Days beginning July 1, 2019

D. Performance and Work Detail Overview During 2018-19 School Year

- 47 Initial Integrated Reports requiring on average 7-9 hrs.
- 34 Re-Evaluation Integrated Reports requiring on average 5-9 hrs.
- Attended 110 Admissions and Release Committee Meetings 1-3 hrs.
- Conducted 10 Professional Development Trainings covering topics: IEP Development, Progress Monitoring, and Special Education Due Process Policy and Procedures.
- Communicates federal, state and district laws, policies and procedures to administration, teachers, staff, and outside agency personnel. Estimate: 2-3 hrs. per week.
- Served as Response to Intervention Support Personnel to school guidance counselors. Estimate: 6-10 hrs. per month
- Served as Exceptional Children Department's Infinite Campus Student Data System Manager. Supports teacher professional knowledge in system operations. Monitors and extracts student data for individual programming. Estimate: 2-3 hrs. per week.
- Provides resources and coaching to support staff in accomplishing student IEP goals. Estimate: 2-3 hrs. per week
- Monitors educational records and due process files ensuring special education services meet federal, state and district regulations. Estimate: 5-10 hrs. per month
- Mentors teachers and conduct conferences with parents, students, and teachers concerning vital issues as it relates to evaluation results, programming or lesson design. Estimate: 2-4 hrs. per week.

Proposal Rationale

Ms. Niemann's professional contributions to the district has evolved over the years and exceeded original job description. As reported in "Performance and Work Detail" the consultation and support given to administration and staff during the work day limits opportunities for her to prepare initial or re-evaluation integrated reports during office hours. To meet mandated evaluation timelines Ms. Niemann works after the school day concludes. She typically works at least 50 hrs. per week and during peak referral times (March-May) it is not unusual for her to work up to 70 hrs. per week.

Each year the Kentucky Department of Education (KDE), and Division of IDEA Monitoring is required, under the Individuals with Disabilities Education Act (IDEA), to

make annual determinations regarding each local school district's special education program and operations for the following indicators:

- Indicator 1 – Graduation Rates for students with disabilities
- Indicator 2 – Dropout Rates for students with disabilities
- Indicator 4B – Significant Discrepancy in Out-of-School Removals over 10 days by race or ethnic sub-group.
- Indicator 9 – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.
- Indicator 10 – Disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.
- Indicator 11 – Percent of children with parental consent to evaluate, who were evaluated within State-established timelines.
- Indicator 12 – Percent of children referred by Part C (Kentucky's First Steps Program) at least 90 days prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.
- Indicator 13 – Percent of youth age 16 plus with IEPs with measurable, annual IEP goals and transition services.

With the exception of Indicator 4B Newport Independent Schools meets KDE's benchmarks for all indicators. Kerri Niemann's professional dedication to adhering to procedural timelines and mentoring staff directly impacts the district's ability to meet compliance and programming benchmarks for exceptional children. It is without reservation that I propose a total of 25 extended days to her contract.