

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

December 9, 2021

Exceptional Children Operations

- Submitted December 1st Child Count Report to Kentucky Department of Education. Data from this information is used by KDE to determine funding allocations for 2022-23 Special Education Programs.
- The following is a breakdown of the December 1st Child Count as it relates to the number of students receiving special education services in Newport Independent Schools.

Location	Number of Students with Special Needs	Percentage of Students w/Special Needs per Location
District	202	15%
Newport Primary	63	18%
Newport Intermediate	63	16%
Newport High School	71	13%
Newport School of Innovation	2	1%
Newport Regional School (DJJ)	3	1%

Number of Students with Special Needs by Race	Number of Students with Special Needs	Percentage of Students Receiving Special Education Services per Race
Hispanic	12	16%
Black	36	18%
Two or More Races	33	16%
White	121	60%

Area of Eligibility	Number of Students Determined Eligible for Services	Percentage of Students Receiving Special Education Services per Area of Eligibility.
Speech & Language	46	23%
Specific Learning Disability	33	16%
Mild Mental Disability	29	14%
Developmental Delay	28	14%
Autism	27	13%
Other Health Impairment	24	12%
Emotional & Behavior Disorders	8	4%
Functional Mental Disability	4	2%
Visually Impaired	2	1%
Multiple Disabilities	1	.5

Strategic Planning Work (Special Education Department)

Goal(s):

1. Ensure administrators and staff remove barriers that impede student access to the general curriculum.
2. Ensure high-quality instruction and supports needed for all students to make educational and functional gains are provided.
3. Create a data driven culture and a system of continuous improvement processes that is standardized throughout the district.

Priorities:

1. Develop and sustain a continuous improvement culture where professionals and students identified with disabilities are successful and thrive in their educational setting.
2. Establish a culture of professional excellence where implementation of High Leverage Practices is the mode of operation.
3. Establish an educational climate where student success is centered on making academic and functional gains, advancing in the general curriculum, graduates from high school, and realizes their post-secondary goals.
4. Establish an educational partnership with parents/guardians by seeking their input in the development of an educational plan that supports their child in the school environment, home and in the community.
5. Establish a professional partnership with school administration/leaders to support their efforts in ensuring all students make academic and functional gains.
6. Establish a professional partnership with school administration/leaders to support their efforts in ensuring instructional strategies and professional practices needed to close the gap are evidenced in the educational setting.
7. Develop and sustain a district-wide auditing system where policies and procedures governing the oversight of students with special needs are evaluated for compliance as it applies to all state and district regulations.

Strategic Work Progress:

1. At the beginning of the school year provided school administrator and teachers with training on how to utilize special education specific guidance documents and reflective tools to promote, develop, and sustain a culture of professional excellence:
 - Administrator Reflective Tool for Special Education (ARTSE)
 - Linking Highly Effective Professional Practices to Data Literacy Proficiency Conceptual Framework
 - Kentucky Department of Education Compliance Record Review Document
 - Council of Exceptional Children- High-Leverage Practices in Special Education
2. Director of Special Education Services and members of the school admin. teams utilize reflective tools to inform decisions related to supporting student academic growth and social-emotional well-being.
3. External due process audits are conducted by personnel from Northern Kentucky Educational Cooperative. Internal due process audits are conducted throughout the school by Director of Special Education. Results of internal and external audits are used to inform professional development and student programming needs.
4. Continue to work with administrative staff to discuss student specific concerns, program implementation, or staffing needs.

Strategic Work Next Steps:

1. Continue internal and external due process audits. Address issues and/or concerns through consultation w/staff and/or training.

2. Continue to reference High Leverage Practices in the feedback given to administrative staff and special education staff.
3. Continue weekly walk-throughs (focusing on resource and co-taught learning environments). Continue.

Exceptional Children Programming Rates

- 504/ADA – 17 Students
- Special Education Services – 202 Students
- Phoenix Program – 3 Students
- Challenge Program – 1 Student

District Mental Health Therapy (30 Clients Max Caseload)

- Newport Primary-22 Clients – 7 Referrals
- Newport Intermediate- 26 Clients – 2 Referrals
- Newport High School- 23 Clients – 5 Referrals

Respectfully Submitted,

Lisa Swanson