



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

December 13, 2024

1.) Newport Independent Schools will participate in Kentucky 2025 Winter Special Olympics.

The transformative power of sports lies in their ability to build confidence, promote physical health, and inspire a sense of achievement and camaraderie. Special Olympics embodies this philosophy by offering year-round sports training and athletic competitions for children and adults with intellectual disabilities. These opportunities enable participants to develop physical fitness, demonstrate courage, and experience the joy of sharing their gifts, skills, and friendships with their families, fellow athletes, and the community.

Newport Independent Schools proudly supports this mission and will be represented at the **Kentucky Special Olympics Skiing Competitions**, scheduled to take place at **Perfect North Slopes** from **January 26–28, 2025**.

Schedule of Events:

- **Sunday, January 26, 2025:** 6:30 p.m. - Opening Ceremonies
- **Monday, January 27, 2025:** 10:30 a.m. – 4:00 p.m. - Practice and Time Trials
- **Tuesday, January 28, 2025:** 10:45 a.m. - Competition | 2:30 p.m. - Awards Ceremony

This year, **seven students** from Newport Independent Schools will participate in the skiing competition, reflecting the district's commitment to providing enriching and inclusive extracurricular opportunities.

Leadership and Volunteers:

Aaron Sutherland, Newport Board of Education Member, and Jennifer Packwood, High School Special Education Teacher, will serve again this year as head coaches. They will be joined by

three dedicated community volunteers: Jason Bompreszi, Sharon Bresser, and Chris Varias. Their continued involvement demonstrates the strong support and collaboration between our schools and the community in fostering student success.

In addition, Newport Independent Schools successfully secured a **2024 Special Olympics Grant** of **\$1,000**, which will support the program by funding a **\$500 stipend** for the Ski and Bocce Ball Coach.

Eligible Population:

The program is open to **7th-12th grade students**, furthering our mission to nurture student growth and achievement through diverse and meaningful activities.

2.) Kentucky Department of Education 2024 Post-Secondary Youth One-Year-Out Survey Results

Exceptional Children Transition Programming (Ages 14 and Older)

The Kentucky Department of Education (KDE), in partnership with the **Kentucky Post School Outcome Center (KYSO)**, conducts an annual survey to evaluate how effectively schools prepare students with disabilities for life after high school. This survey is required by the **U.S. Department of Education's Office of Special Education Programs (OSEP)** to assess whether former special education students pursue higher education or find competitive employment within one year of graduation.

For the **2024 Youth One-Year-Out Survey**, students who graduated in May 2023 were contacted in May 2024 to answer questions about their experiences in three key areas:

- **Education**
- **Employment**
- **Community Participation**

This data provides a clear snapshot of how students with disabilities are transitioning into adulthood. By understanding the post-school activities of these students, families, schools, and state education leaders can identify strengths and areas for improvement.

For Newport Independent Schools, the survey results serve as a **strategic tool** to:

- Measure the effectiveness of transition programming.
 - Inform decisions that improve services and outcomes for students with disabilities.
 - Guide the Special Education Department's planning and resource allocation.
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2024 Kentucky Post-School Outcome Youth-One-Year-Out Survey Results for Newport Independent Schools (Graphs Attached):

2024 Youth One Year Out Response Rates:

- Kentucky -61.5%
- Northern Kentucky Educational Cooperative (Regional) – 49.8%
- **Newport Independent Schools – 100%**

Education by Employment. (Percent of students who are not in any of Office of Special Education Program Employment or Education Category).

All students identified with receiving special education services graduating in May 2023 are “engaged” in continuing their education and/or learning. “Engaged” means: Enrolling in either a training program, 2 or 4- yr. program, and completing at least one semester. Newport Independent School exceeds state and regional outcomes for this category.

Education (Percent of Students Continuing their Education after graduation)

1. Newport Independent Schools exceeded state and regional percentage for students enrolling to school or training program.

- Kentucky -31%
- Northern Kentucky Educational Cooperative (Regional) – 31%
- **Newport Independent Schools - 100%**

2. Newport Independent Schools exceeded state and regional percentage for students completing an entire term/semester.

- Kentucky-26%
- Northern Kentucky Educational Cooperative (Regional) - 26%
- **Newport Independent Schools-100%**

3. Newport Independent Schools is below state and regional percentage for students pursuing a 4-yr. college degree.

- Kentucky-33%
 - Northern Kentucky Educational Cooperative (Regional) - 45%
 - **Newport Independent Schools-25%**
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4. Newport Independent Schools is above state and regional percentage for students pursuing a 2-yr. college degree.

- Kentucky-30%
- Northern Kentucky Educational Cooperative (Regional) - 18%
- Newport Independent Schools-50%

5. Newport Independent Schools is above state and regional percentage for students pursuing a Short-Term Program .

- Kentucky-7%
- Northern Kentucky Educational Cooperative (Regional) - 5%
- Newport Independent Schools-25%

Employment

1. Newport Independent Schools is below state and regional average for “Not “Engaged” category showing the percent of students who were not employed after leaving high school.

- Kentucky -29%
- Northern Kentucky Educational Cooperative (Regional) – 22%
- Newport Independent Schools - 0%

2. Newport Independent Schools is above state and regional average for students being competitively employed (earning minimum wage for 20 hrs. per week for at least 90 days).

- Kentucky-45%
 - Northern Kentucky Educational Cooperative (Regional) – 47%
 - Newport Independent Schools – 75%
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3. “Other Employment” Newport Independent Schools is above state and regional average for students that worked for pay or been self-employed for a total of at least 90 days at any time in the year since leaving high school.

- Kentucky-16%
- Northern Kentucky Educational Cooperative (Regional) – 22%
- Newport Independent Schools – 25%

4. Newport Independent Schools is above state and regional average for students reporting to utilize a Job Coach.

- Kentucky-11%
- Northern Kentucky Educational Cooperative (Regional) -10%
- Newport Independent Schools-100%

5. Interesting Job. When asked if their job was very interesting. Students rated their job as “very interesting”.

- Kentucky – 30%
- Northern Kentucky Educational Cooperative (Regional) – 35%
- Newport Independent Schools – 75%

6. When asked if their job was very interesting. Students rated their job as “somewhat interesting”.

- Kentucky – 34%
 - Northern Kentucky Educational Cooperative (Regional) – 26%
 - Newport Independent Schools – 25%
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Community Participation

1. Former graduates living with family.

- Kentucky -78%
- Northern Kentucky Educational Cooperative (Regional) - 85%
- Newport Independent Schools -75%

2. Former graduates living independently.

- Kentucky -20%
- Northern Kentucky Educational Cooperative (Regional) - 14%
- Newport Independent Schools -25%

3. Former graduates living in “other” environment (foster family, group home, homeless, or jail).

- Kentucky-2%
- Northern Kentucky Educational Cooperative (Regional) - 1%
- Newport Independent Schools -0%

Driver’s License

Newport Independent Schools is above state and regional average for students having a driver’s license.

- Kentucky -49%
 - Northern Kentucky Educational Cooperative (Regional) - 52%
 - Newport Independent Schools -100%
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Registered to Vote

Newport Independent Schools is below state and regional percentage for students registered to vote.

- Kentucky -51%
- Northern Kentucky Educational Cooperative (Regional) - 52%
- Newport Independent Schools -75%

Dropout of High School

Newport Independent Schools did not have any students that dropped out of high school during the 2023 SY.

Kentucky and Northern Kentucky Educational Cooperative (Regional) did report having student drop outs during 2023 SY.

Newport Independent Schools Transition Services and Post-Secondary Programming

Newport Independent Schools begins the transition planning process when a student with special needs reaches 14-16 years of age. Transition services are a coordinated set of activities for a child with a disability designed to be a results-oriented process, focused on improving the academic and functional achievement of the child and facilitate the child's movement from high school to post-school activities, including post-secondary education, vocational education, integrated employment and is based on the individual child's needs. The student's strengths, preferences, and interest's guides ARC decisions regarding supports and services needed for the student to be successful after exiting high school.

Examples of transition services that teacher/staff provides:

- Assist student in filling out financial aid application
 - Contact & schedule meetings with Disabilities Service Coordinator (DSO) at various colleges/tech. schools
 - Assist student w/obtaining driver's license (practice test taking)
 - Checking account/financial planning
 - Applying for paid work experiences, resume writing & conduct mock interviews
 - Union/Non-Union Employment – What's the difference?
 - Offering job shadowing/mentoring opportunities (help in searching for jobs)
 - Teach self-advocacy skills (Register to vote, utilize public transportation, etc.)
 - Teach how to access Kentucky Cabinet for Health and Family Services.
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3. Newport Independent High School Sensory-Motor Room: Advancing Student Success Through Brain-Based Research

The implementation of a Sensory-Motor Room reflects Newport Independent Schools' commitment to providing students with innovative, research-based supports that enhance learning outcomes. Grounded in neuroscience and evidence-based practices, sensory-motor spaces are essential for addressing the unique needs of students with sensory processing challenges, developmental delays, or emotional regulation difficulties.

After two years of planning and development, the **Newport High School Sensory-Motor Room** will officially open for student use after the Christmas Break. This two-year project represents the district's dedication to creating resources that address the diverse needs of our learners and demonstrates a long-term investment in student success.

Decades of brain research highlight the critical connection between physical movement, sensory input, and cognitive development. The **cerebellum**, responsible for coordinating movement, also plays a pivotal role in attention, language, and executive functioning. Engaging students in structured sensory-motor activities has been shown to activate these brain regions, improving focus, self-regulation, and readiness to learn.

Studies further emphasize that sensory integration strategies are effective in helping students:

- **Manage stress and anxiety** by providing a safe outlet for self-regulation.
- **Increase attention spans** through targeted activities that stimulate sensory pathways.
- **Enhance gross and fine motor skills**, which are foundational for academic tasks such as writing and navigating the classroom environment.

For students with exceptional needs, such as those with autism spectrum disorder or sensory processing disorder, access to a sensory-motor room can be transformative. These spaces create opportunities to engage the brain's **neuroplasticity**, promoting new pathways for learning and behavior management.

An **attachment** to this report includes a detailed description of the equipment installed in the Sensory-Motor Room, showcasing the innovative tools and resources that make this space impactful for student development.

From a strategic standpoint, the Sensory-Motor Room is more than a resource—it is an investment in the well-being and potential of every student. By aligning our facilities with cutting-edge brain research, Newport Independent Schools strengthens its capacity to deliver inclusive, high-leverage practices that empower students to achieve success both in and beyond the classroom.

This proactive approach fosters an environment where all learners can thrive, ensuring that no student is left behind in the pursuit of academic and social-emotional excellence.

4. Special Education Service Programming Rates:

- Special Education Population
221 Students
- Related Service Enrollments:
Speech & Language- 103
Occupational Therapy – 33
Physical Therapy – 7
Orientation & Mobility- 1
Mental Health Therapy- 56

Alternate Service Locations:

- Restore Program – 7
- Home/Private School Students – 1
- Newport School of Innovation- 4

504 Programming Rates – 13 Students

- NPS- 1
- NIS – 2
- NHS – 11
- NSOI- 1

Respectfully Submitted,

Lisa Swanson
