
BOARD AGENDA ITEM

Information/Discussion _____

Future Action _____

Action ☒ X

Item: Request for additional positions – Lincoln Campus

Submitted by: Paul Dymowski Kirsten Myers Date: March 28, 2023
ready sign E5DD6C93035CE3A1FDEFDAA335B1A115

Recommended by: Dave Rodgers Board Meeting Date: April 17, 2023
ready sign BB95C31328D85C2F588A54E16AE55275

RECOMMENDATION:

Additional positions:

- Lincoln School – 1 Autism Teacher and 2 Instructional Support Specialists
- Lincoln School – 0.5 Social Worker
- Lincoln Campus – 1 Speech Language Pathologist (0.5 Lincoln and 0.5 LDC)

BACKGROUND:

Kent County continues to see an increase in students with autism. Lincoln Campus increased 15 students with autism last year and based on referrals we anticipate 7-8 more students with Autism next school year. Due to the significant behavioral and communication needs of these students the above positions are needed for compliance and to effectively manage behavior to keep staff and students safe.

POSITION DESCRIPTION

Title:	School Social Worker
Location:	Lincoln School
Classification:	KIEA
Reports to and Evaluated By:	Principal/Administrator of Lincoln School
Terms of Employment:	182 day position subject to all rules and regulations covering KIEA personnel.
Positions Supervised:	None

BROAD STATEMENT OF RESPONSIBILITIES:

The School Social Worker helps students resolve such personal, emotional, and social problems that interfere with their adjustment to school and their capacity to gain the fullest benefits from their educational programs. Promotes and enhances the overall academic mission by providing services that strengthen home, school, and community partnerships and address barriers to learning and achievement. The school social worker carries an active, direct service caseload of students with IEPs and serves on the assessment team for evaluations that address the affective/behavioral/social domains.

DUTIES AND RESPONSIBILITIES:

1. Provide individual and group counseling to students and their families in need of assistance utilizing an ecological framework addressing variations in development and learning, as well as reciprocal influences of home, school, and community.
2. Provide consultation, collaboration, and advisement services to students, their family members, and school staff regarding students' social, emotional, and behavioral status impacting learning, development, mental health, and school success. Encourage developmentally appropriate student self-determination and self-advocacy.
3. Implement school social work services within a multi-tiered intervention model for programs and services.
4. Provide instruction, modeling, and coaching to students, parents, and school staff in the implementation of effective behavior intervention strategies and techniques. Provide ongoing guidance and training services to parents and school staff on topics pertinent to the development, mental health, and learning needs of students.
5. Provide liaison, coordination, and case management services with schools, families, community agencies, and other resources to influence positive school outcomes for students.
6. Develop functional behavior assessments and behavior intervention plans to facilitate successful learning and socialization opportunities. Provide services and disseminate information to encourage school-wide positive behavior supports.
7. Identify and coordinate accommodations and modifications of school environment for a student to obtain access to general education curriculum and instruction.

8. Provide support to facilitate successful transitions in areas that affect students' learning opportunities.
9. Provide crisis prevention, planning, and intervention services, including assessments of the impact of trauma on development, learning, and school performance.
10. Provide comprehensive written reports of assessments and evaluations of students that specifically address the reasons for referral. Utilize multiple methods of collecting data, and provide appropriate measurable goals for intervention and anticipated outcomes from service.
11. Provide and interpret assessments and evaluations to determine eligibility for special education, and identify needs for programs and services.
12. Utilize home and community settings, as appropriate, to collect assessment information,
13. Perform all other duties as appropriate and determined by Principal/Administrator.

KNOWLEDGE, SKILLS AND ABILITIES REQUIRED:

1. Must hold a valid Master's degree with a School Social Work Endorsement and completed all experience requirements for the MSW.
2. Experience working in Center Programs, preferred.
3. Demonstrated knowledge/competence in four additional areas:
 - a. Child psychopathology
 - b. Diagnosis, assessment, and testing
 - c. Educational disabilities and their impact on children and families
 - d. The practice of social work in educational settings
4. Exceptional knowledge of and experience with the use of behavior and achievement data for the design and implementation of behavior intervention plans for adolescent students.
5. Exceptional knowledge of effective, research-based instructional and social-emotional strategies.
6. Ability to facilitate and collaborate effectively with multidisciplinary teams.
7. Outstanding skills, both written and verbal, in communicating with students, parents, teachers, and administrators.
8. Expert knowledge of student electronic information/data systems.
9. Knowledge of Michigan curriculum and content standards.
10. Ability to follow directives and work effectively with administrators.
11. Must pass criminal background check as required by School Safety Legislation.

The above is intended to describe the general content of and requirements for the performance of this position. It is not to be construed as an exhaustive statement of duties, responsibilities, or requirements.

POSITION DESCRIPTION

Title: Speech and Language Pathologist

Location: Lincoln Pines

Classification: KIEA

Reports to and Evaluated By: Administrator of Lincoln School

Terms of Employment: Position subject to all rules and regulations covering KIEA personnel

Positions Supervised: None

BROAD STATEMENT OF RESPONSIBILITIES:

The Speech and Language Pathologist, working in cooperation with supervisors, teachers, related service staff, parents, and students, shall be responsible for providing diagnostic and intervention services for students with speech, language, and hearing disorders, helping students adjust to and access curriculum and instruction.

DUTIES AND RESPONSIBILITIES:

1. Demonstrate knowledge of child growth and development and individual student needs by providing relevant instruction according to the IEP and educational best practices.
2. Monitor student progress and make informed, timely educational decisions.
3. Assist teachers in the development and implementation of curriculum modifications and appropriate classroom strategies.
4. Provide direct services related to expressive, receptive, and pragmatic language.
5. Participate in building designated teams in order to provide pre-referral interventions.
6. Evaluate speech and language functions.
7. Complete comprehensive and appropriate evaluations according to MARSE Standards, District Guidelines, and ASHA Guidelines.
8. Provide a complete diagnostic summary report including a summary of the evaluation information.
9. Maintain communication with parents and other relevant team members.
10. Participate in the development of student IEPs.
11. Document student progress through specific objectives and long-term goals.
12. Motivate students through effective communication and evaluative feedback.
13. Demonstrate awareness of the needs of students and provide for individual differences.
14. Maintain appropriate, confidential records and provide timely reports.
15. Complete Medicaid billing services provided to students in an efficient, comprehensive, and timely manner.
16. Consult with parents, teachers, administrators, and others concerning the needs of students and special services that are available.
17. Keep abreast of new information, innovative ideas, and techniques.
18. Perform all other duties as appropriate and determined by Principal/Administrator.

KNOWLEDGE, SKILLS AND ABILITIES REQUIRED:

1. Master's Degree in Speech & Language Pathology.
2. Certificate of Clinical Competence (CCC) from the American Speech-Language-Hearing Association (ASHA) required or a valid Michigan Teacher's Certificate with full approval in speech and language impairment.
3. Must hold a Speech and Language Pathologist licensure from the Michigan Department of Licensing (LARA).
4. Knowledge and experience working with students with behavioral needs is preferred.
5. Non-violent Crisis Intervention certification.
6. Must possess and demonstrate a strong understanding in the areas of standardized and informal assessment strategies related to communication disorders.
7. Must be confident in the ability to conduct comprehensive speech & language evaluations.
8. Plan and provide services for students who have been identified as speech and language impaired.
9. Ability to facilitate and collaborate effectively with multidisciplinary teams.
10. Outstanding skills, both written and verbal, in communicating with students, parents, teachers, and administrators.
11. Expert knowledge of student electronic information/data systems.
12. Knowledge of Michigan curriculum and content standards.
13. Ability to follow directives and work effectively with administrators.
14. Must pass criminal background check as required by School Safety Legislation.
15. Demonstrates a strong commitment to equity, social justice and inclusion in all practices and position responsibilities. Demonstrates the ability to examine the impact of education inequities in student achievement outcomes as it aligns with race, ethnicity, and socio-economic status.

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POSITION DESCRIPTION

Title: Instructional Support Specialist – Lincoln School
Classification: KISSA

Reports to and Evaluated By: Principal/Administrator of Lincoln School

Terms of Employment: 182 day position subject to all rules and regulations covering classified personnel. (7.25 hours per day)

Positions Supervised: None

BROAD STATEMENT OF RESPONSIBILITIES:

Instructional Support Specialists work under the overall supervisor of the Principal/Administrator of the buildings with direct supervision provided by the special education teacher. Instructional Support Specialists provide direct instructional support alongside the classroom teacher in the areas determined by students' Individualized Education Programs (IEP). Duties will vary depending upon the age of students served as well as the nature and severity of the students' disabilities.

DUTIES AND RESPONSIBILITIES:

1. Assist in the educational and social development of students under the direction and guidance of the classroom teachers.
2. Assist in the implementation of Individualized Education Programs for the students and monitor their progress.
3. Provide support for individual students inside and outside the classroom to enable them to fully participate in activities.
4. Work with related services staff, such as speech language pathologists, school social workers, occupational therapists, physical therapists, etc.
5. Assist classroom teachers with maintaining student records.
6. Support students with emotional or behavior concerns and assist them in developing appropriate social skills.
7. Support the management of challenging behaviors.
8. Provide assistance with feeding and toileting.
9. Assist students with medical needs including, but not limited to, Diastat and CPR.
10. Supervise students in both a classroom and community setting.
11. Collect and report data through special education student management system (PowerSchool Special Education).
12. Assist in the making of instructional materials for the students.
13. Other duties as assigned.

KNOWLEDGE, SKILLS AND ABILITIES REQUIRED:

1. Must meet one of the following:
 - a. Completed at least 2 years of study at an institution of higher education OR
 - b. Obtained an associate's or higher degree OR
 - c. High school graduate
2. BA degree preferred.
3. Current CPR certification or willingness to obtain CPR certificates and CPI training.
4. Demonstrated dependability and promptness.
5. Evidence of skills with behavior management.
6. Understanding, patient, warm, and receptive attitude toward students.
7. Ability to assume responsibility for supervising students on an independent basis.
8. Ability to maintain cooperative working relationship with students, staff, parents, and the general public while maintaining student confidentiality.
9. Must be able to lift 40-60 lbs.
10. Chauffeur license required (or willingness to obtain) with clean driving record.
11. Willingness to work as part of a team of professionals.
12. Must pass criminal background check as required by School Safety Legislation.
13. Demonstrates a strong commitment to equity, social justice, and inclusion in all practices and position responsibilities. Demonstrates the ability to examine the impact of education inequities in student achievement outcomes as it aligns with race, ethnicity, and socio-economic status.

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POSITION DESCRIPTION

Title: Special Education Teacher – Autism Spectrum Disorder

Location: Lincoln School

Classification: KIEA

Reports to and Evaluated By: Principal/Administrator of Lincoln School

Terms of Employment: 182 day position subject to all rules and regulations covering KIEA teachers

Positions Supervised: None

BROAD STATEMENT OF RESPONSIBILITIES:

To provide structure and innovative instruction to students within the learning environment in order to meet all students' needs. The work includes the use of evidence-based assessment, instruction and intervention practices in the prevention, assessment, intervention, and program design efforts that are integrated within the school. The teacher will work collaboratively with all members of the school and program to provide specially designed instruction in the areas determined by students' Individualized Education Programs (IEP).

DUTIES AND RESPONSIBILITIES:

1. Participate in the development and promotion of the special education philosophy of service and delivery.
2. Regular, reliable and punctual attendance is an essential function of the job.
3. Evaluate students' skills in learning, behavior, and communication using formalized assessments.
4. Plan comprehensive educational program to develop academic, communication, social, and community skills for all students assigned to the class.
5. Develop individual instructional objectives for students based on assessment, Extended and/or Grade Level Content Expectations, and regularly update these objectives based on students' skill acquisition.
6. Provide direct instruction for students with disabilities in the areas of academic skills, communication skills, social skills, and transition.
7. Collect, maintain, and analyze data relating to students' acquisition of functional, community-referenced skills.
8. Cooperate in planning curriculum and instructional programs with other instructional and support personnel to encourage integrated team services for the students.
9. Establish methods to utilize functional behavior assessment to develop Positive Behavior Support Plans within the classroom in accordance with district policies and center program procedures.
10. Keep daily anecdotal records of students.
11. Direct Instructional Support Specialists assigned to the program/classroom.
12. Develop timely and compliant IEP's for eligible students.
13. Document and share student progress on goals and objectives, accommodations, service time, and discipline/suspensions for all students on caseload.

14. Maintain an electronic log to document students' goals and objectives, accommodations, and other IEP related services.
15. Assessing, teaching, and modifying instruction and curricula for students with autism spectrum disorder related to all of the following:
 - a. Aligning and adapting the student's program with the general education curriculum.
 - b. Adapting, accommodating, and modifying the general education curricula, pedagogy, and learning environments for students with autism spectrum disorder.
 - c. Employing current assessment instruments and approaches, intervention methodologies, strategies, and techniques that are appropriate for students with autism spectrum disorder, and consistently linking assessment outcomes to curriculum planning.
 - d. Collaborating with parents and service providers to support students with autism spectrum disorder.
 - a. Assessing students with autism spectrum disorder related to collecting indirect and direct data on academic, social, communication and behavioral functioning of students in order to develop reports and design, manage, and monitor interventions.
16. Perform all other duties as appropriate and determined by Principal/Administrator.

KNOWLEDGE, SKILLS AND ABILITIES REQUIRED:

1. Bachelor's Degree in Education from an accredited university.
2. Special Education Certification with ASD Endorsement.
3. Demonstrated success in special education or support service working with students with ASD.
4. Experience in delivering instruction in subject area content.
5. Ability to integrate technology into the curriculum.
6. Ability to communicate informational ideas in spoken and written language for clear understanding.
7. Ability to provide Highly Qualified (HQ) status.
8. Experience working in Center Programs, preferred.
9. Willingness to participate in all phases of the instructional program.
10. Ability to work constructively with parents, students and staff.
11. Non-violent Crisis Intervention certification.
12. Must pass criminal background check as required by School Safety Legislation.
13. Demonstrates a strong commitment to equity, social justice, and inclusion in all practices and position responsibilities. Demonstrates the ability to examine the impact of education inequities in student achievement outcomes as it aligns with race, ethnicity, and socio-economic status.

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