
BOARD AGENDA ITEM

Information/Discussion _____

Future Action _____

Action X

Item: Request for 8.4 to 21.4 new additional positions for 2025-2026 plus the transfer of 3 positions; Lincoln School, Empower U North, Empower U Central, Empower U South, Center Programs, Oral Deaf, and the Education Service Center.

Submitted by:

Heather Sneider, Sara Larkin

Heather Sneider
DB7A1E0DB541DCE4DA8447FB955E2881 readysign

Date: April 9, 2025

Kirsten Myers

Kirsten Myers
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Sara Larkin
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Recommended by: Dave Rodgers *Dave Rodgers*

Board Meeting Date: April 21, 2025

RECOMMENDATION:

Additional Specially Designed Instruction (SDI) Coach position for Student Services

Additional Position for a Program Coordinator at Lincoln School

Additional Positions for a Program Coordinator at each of the Empower U locations; North, Central, and South

Additional 1-4 Classrooms; 1-4 Teachers and 2-8 Instructional Support Specialists (ISS) at Empower U dependent on projected student increases.

Adding a part time Audiologist at Oral Deaf replacing the contracting of this service from an outside vendor.

The transfer of a Skill Based Team (SBT), one BCBA and two RBT's, from Lincoln to Pine Grove

Rationale:

Specially Designed Instruction Coach

With moving Stacy Crowell into the Specially Designed Coordinator position this year, predominately working in center programs, we have identified a need to fill her previous role supporting local and regional special education programming. Stacy's new responsibilities, which include overseeing the center programs, leave insufficient time to complete coaching cycles for the local and regional programs. These coaching cycles are critical for supporting and coaching high quality special education programs and services across the county. Therefore, we request approval to backfill Stacy's position in order to ensure ongoing support for the local and regional special education programming. Additionally, the new position will also support center programming when possible due to the need for coaching in the large number of programs and classrooms within our center programs. This will ensure continuity and effectiveness in special education services across all levels of the county.

Program Coordinator at Lincoln School

Lincoln School has seen growth in both student enrollment and staff numbers, which has led to increased demands on the Co-Principals. To address this, we propose the addition of a Program Coordinator at Lincoln School. This new position will provide critical support for staff, assist with coordinating committees, and act as the district designee in Individualized Education Program (IEP) meetings, relieving the Co-Principals of some administrative burdens. Additionally, the Program Coordinator will support employee evaluations by completing 2 classroom observations which will assist with the principal's evaluation process. The addition of this role will help balance the workload at Lincoln School and provide much-needed support for staff, students, and families. Moreover, it will ensure equity in support across center programming, as program coordinators are already in place at the KECs, Pine Grove Learning Center, and will be established at Empower U.

Program Coordinators at Empower U

Empower U has experienced significant growth in student enrollment, accompanied by an expansion of staff to meet the diverse needs of its students. Each Empower U campus currently operates with a single building administrator who is responsible for all building-based needs as well as an increasing number of community sites affiliated with each campus. Given these growing demands, there is a critical need for additional administrative support to ensure the continued effectiveness and efficiency of our programs.

To address this need, we propose the addition of Program Coordinators at each Empower U campus. These positions will play a vital role in supporting students and staff by assisting with program coordination, serving as the district designee in Individualized Education Program (IEP) meetings, and alleviating some of the administrative responsibilities currently placed on the building administrator. Additionally, Program Coordinators will support the employee evaluation process by conducting classroom observations, thereby enhancing the building administrator's ability to provide meaningful evaluations and feedback.

The implementation of this role will help balance workloads, strengthen staff and student support, and enhance collaboration with local districts and community agencies. Furthermore, this addition will promote equity across our center-based programming, aligning Empower U with existing program coordinator structures at the Kent Education Centers (KECs), Pine Grove Learning Center, and the soon-to-be-established Lincoln School.

Rationale for Classes/Teacher(s) and ISS at Empower U:

Empower U has experienced significant growth in student enrollment. Given this continued growth, there is a critical need for additional classes, instructional and support staff to ensure compliance in the implementation of each student's IEP within the Empower U programs. For the 25-26 school year, student enrollment at Empower U North is expected to increase by 13 students, Empower U Central is expected to increase by 19 students, and Empower U South is expected to increase by 43 students. Even with implementing methods to absorb these increases, such as increased class sizes, there remains a need to add additional classes, instructional and support staff. To address this need, we propose the addition of 1 to 4 classes, 1-4 additional teachers and 2-8 ISS for the Empower U program. These classes are essential to ensuring that each Empower U student has the necessary and required classroom placement to support their unique and individual needs.

Part Time Audiologist

Currently, we have a 1.0 Audiologist serving the entire county, responsible for conducting audiology evaluations, including individually testing each ear, analyzing hearing aids, and performing specialized assessments. These tasks, essential for programming hearing aids, often require multiple sessions, each lasting up to two hours, particularly for our youngest learners. With the upcoming shift of our Oral Deaf classroom programs to both Northview and Godwin Heights next year, an additional .4 FTE Audiologist is needed to ensure the audiological needs of students are met. This additional position will also support our commitment to LRE by enabling the audiologist to provide services within students' resident districts, ensuring more equitable and timely support.

Skill-Based Teaching (SBT) Team Repurposing

Currently, we have a Board Certified Behavior Analyst (BCBA) and two Registered Behavior Technicians (RBTs) assigned to Region II as part of our Skill-Based Teaching (SBT) team. This team provides intensive behavioral interventions in place of developing local or regional Emotional Impairment (EI) programming. The success of this model has led many districts to establish their own SBT teams, thus reducing the need for our team’s support in Region II. Given the success of the SBT model, we propose repurposing this team to serve Pine Grove Learning Center. As part of this transition, we recommend reassigning the current BCBA from Grade 6 (Region II) to Grade 7, aligning this position with other BCBA roles across the district, including the BCBA at Lincoln School. Over the past two years, Region II has seen notable success with this model, and this year, we piloted the SBT team at Lincoln School with outstanding results. Moving the team to Pine Grove creates a seamless transition and will enhance consistency and support for behavioral interventions across buildings, ensuring equitable service delivery at both Lincoln School and Pine Grove Learning Center.

New Positions	Location	FTE	Accounting Code
Program Coordinator	Lincoln School	1.0 (New)	21-1-226-1165-081-0000-21230-2927-2120
Program Coordinator	Empower U North	1.0 (New)	21-1-226-1165-081-0000-21240-2930-2125
Program Coordinator	Empower U Central	1.0 (New)	21-1-226-1165-081-0000-21250-2931-2125
Program Coordinator	Empower U South	1.0 (New)	21-1-226-1165-081-0000-21270-2934-2125
SDI Coach	Center Programs	1.0 (New)	22-1-221-1490-000-0000-00000-2336
Audiologist	Oral Deaf	0.4 (New)	21-1-215-1490-034-0000-21410-2951-2140
Teacher(s)	Empower U	1.0 to 4.0 (New)	To be determined
Instructional Support	Empower U	2.0 to 8.0 (New)	To be determined

Transferred/Changed positions:

Prior Pos	Prior Loc	FTE	New Pos	New Loc	New Account#
BCBA	Lincoln	1.0	BCBA	Pine Grove	21-1-214-1430-021-0000-21210-2921-2120
RBT’s	Lincoln	2.0	RBT’s	Pine Grove	21-1-213-1490-042-0000-21210-2921-2120

POSITION DESCRIPTION

Title: Specially Designed Instructional Coach

Classification: Professional

**Reports to and
Evaluated By:** Director of Special Education

**Terms of
Employment:** 200 Days

**Positions
Supervised:** None

BROAD STATEMENT OF RESPONSIBILITIES:

This position is responsible for providing educational leadership and expertise in the field of Specially Designed Instruction through providing technical assistance, professional development, and coaching to local and regional and center programs.

DUTIES AND RESPONSIBILITIES:

1. Works with staff, students, parents, local educational agencies, public school academies, center programs and community to build a shared vision of learning for students with disabilities.
2. Works with staff, students, families, and community agencies to support student and programs which align to county, district, and building goals.
3. Assist local districts and center programs with evidence-based curriculum for content areas, service delivery, IEP development, and high-quality program development.
4. Uses the working knowledge of effective instruction in establishing school processes and routines that engage teachers/staff in regular monitoring of student progress and evaluation, adaptation, and improvement of instructional strategies which meet the individualized needs of students with disabilities.
5. Consult regarding MTSS (Multi-Tiered Systems of Support) model implementation relative to intensifying interventions and programming for students with disabilities.
6. Works with staff to develop meaningful and compliant IEPs and programming to support increased student growth and achievement for students with disabilities.
7. Provide professional development on classroom environment and student engagement and other components of the High Quality Programming Guide.
8. Provide county, district, building professional development and coaching.
9. Develop, coordinate, and implement coaching models and cycles of support for local districts and center programs.
10. Learns and uses emerging technologies and collaborates with AT/AAC Consultant to support professional learning.
11. Monitors instructional effectiveness and student progress using tools and strategies gained through professional development.
12. Meets regularly with PLC teams and administration to report on instructional practices while also planning the next steps for student and school improvement.

13. Assist local districts' and center program special education staff with Least Restrictive Environment decision-making matrices.
14. Coordinate with staff pursuant to referrals, requests for service, and other identified needs.
15. Attend Kent ISD Board meetings, Parent Advisory Committee, Coaching Collaborative, and/or other county-wide meetings as assigned.
16. Represent Kent ISD at State/Regional meetings as assigned.
17. Works with local districts to establish building and district systems, processes, trainings, and shared leadership to ensure full compliance with the IDEA, Michigan Administrative Rules for Special Education, and the Kent Intermediate School District Special Education Plan.
18. Ensures compliance with the Individuals with Disabilities Education Act (IDEA), Michigan Administrative Rules for Special Education (MARSE), Kent ISD Board of Education and Organizational Policies, and other applicable rules and regulations.
19. Performs other duties as directed by supervisor.

KNOWLEDGE, SKILLS AND ABILITIES REQUIRED:

1. Valid Michigan professional certification in an area related to Special Education required.
2. Master's degree in Special Education or related field.
3. Three years' successful teaching experience in education with not less than two years in a special education program.
4. Experience developing training and support programs.
5. Working knowledge of the Common Core Standards and Essential Elements.
6. Demonstrated success working with, developing and implementing tiered intervention strategies.
7. Must possess exceptional organizational, verbal and written communication skills to effectively interact with superiors, peers, subordinates, local/state/national education representatives, and regulatory/funding agencies, constituent districts, and the public-at large.
8. Demonstrates a strong commitment to equity, social justice, and inclusion in all practices and position responsibilities.

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.



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Values: Relationships, Learning, Equity, Opportunities, Innovation, Service, Excellence

POSITION DESCRIPTION

Title: Program Coordinator
Lincoln School

Reports to: Principal, Lincoln School

Terms of Employment: 200 Days
Professional Contract – Grade 8

BROAD STATEMENT OF RESPONSIBILITIES:

Under the direction of the Co-Principals of Lincoln School, the Program Coordinator serves as an instructional leader in the planning, coordination, and administration of special education programming. The position of Lincoln School Program Coordinator provides technical assistance, professional development and coaching to staff at Kent ISD.

MINIMUM QUALIFICATIONS:

1. Valid Michigan professional certification in an area related to Special Education required.
2. Master's degree in Special Education or related field, preferred.
3. Three years of successful experience in education.

DUTIES AND RESPONSIBILITIES:

1. Provides leadership and supervision in the management of Lincoln School for students with disabilities.
2. Assists staff in interpreting curriculum expectations, PBIS, selecting appropriate instructional and social-emotional resources, developing differentiation strategies, and making the curriculum relevant for all students.
3. Uses the working knowledge of effective instruction in establishing school processes and routines that engage teachers/staff in regular monitoring of student progress and evaluation, adaptation, and improvement of instructional strategies which meet the individualized needs of students.
4. Assists special education staff with Least Restrictive Environment decision-making matrices.
5. Works with staff to develop meaningful IEPs and programming to support increased student growth and achievement for students with disabilities.
6. Attends IEPs as determined for the purpose of facilitating process.
7. Provides county, building, and classroom professional development and coaching.
8. Forms relationships with staff, students, families, LEAs, and the broader school community and seeks out resources and support while advocating for the school/program.
9. Ensures all segments of the community are included, involved, respected, and valued.
10. Establishes regular systems of two-way communication with parents and community, while involving parents in their child's education.
11. Trains teachers/staff to lead collaborative inquiry; assists colleagues in developing evidence-based goals and strategies; and disseminates successful improvement work.
12. Works with staff to deepen student and school data analysis to evaluate and revise school improvement goals and strategies.
13. Provides staff training and support to use the school's data system for collecting, analyzing, and interpreting multiple forms of data for progress and performance monitoring.
14. Assists in working with staff, students, parents, local educational agencies, public school academies, and the community to build a shared vision of learning for all students.
15. Assists in working with staff, students, families, and community agencies to link school priorities and strategies into the school improvement plan to achieve school and district goals.
16. Works with staff to establish building and district systems, processes, trainings, and shared leadership to ensure full compliance with the IDEA, Michigan Administrative Rules for Special Education, and the Kent Intermediate School District Special Education Plan.
17. Provides staff development opportunities that incorporate the mission of the district, program evaluation outcomes, and input from the teachers.
18. Serves as a member of the program's School Improvement team.
19. Performs other duties as directed by Administrator/Principal.

KNOWLEDGE, SKILLS AND ABILITIES REQUIRED:

1. Knowledge and experience working with students with disabilities; cognitive impairments and autism is preferred.
2. Experience developing and delivering professional learning for staff.
3. Knowledge of special education laws, rules, regulations and compliance responsibilities.
4. Ability to work constructively with parents, students, staff and community agencies.
5. Ability to implement complex systems of support.
6. Ability to handle conflict productively.

7. Non-violent Crisis Intervention certification.
8. Ability to drive between buildings and local school districts.
9. Must pass criminal background check as required by School Safety Legislation.
10. 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.

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.

To **Apply**: Kent Intermediate School District manages employment applications online. No hardcopy applications/resumes will be accepted for this position.

- Applications must be completed online at www.applitrack.com/kent/onlineapp
- Please note, due to the large number of applications, we are unable to attend to e-mail or telephone inquiries on application status.
- All candidates will be timely notified regarding their application status.

The final candidate for this position will be required (at their cost) to furnish Kent Intermediate School District with a current Michigan State Police and FBI criminal records LiveScan check prior to our recommendation to hire.

POSITION DESCRIPTION

Title: Program Coordinator – Empower U

Reports to: Building Administrator - Empower U Kent ISD

Terms of Employment: 200 Days
Professional Contract- Grade 8

BROAD STATEMENT OF RESPONSIBILITIES:

Under the direction of the building administrator or Empower U, the Program Coordinator serves as an instructional leader in the planning, coordination, and administration of transition services. The position of Empower U Program Coordinator provides technical assistance, professional development, and coaching to local, regional, and/or Center Programs.

MINIMUM QUALIFICATIONS:

1. Valid Michigan professional certification in an area related to Special Education is required.
2. Master's degree in Special Education or related field, preferred.
3. Three years of successful experience in special education.

DUTIES AND RESPONSIBILITIES:

- Uses the working knowledge of effective instruction for supporting school processes and routines that engage teachers/staff in consistent monitoring of student progress and evaluation, adaptation, and improvement of instructional strategies that meet the individualized needs of students.
- Supports administrators and staff ensuring the quality of programming including the use of evidence-based strategies, meaningful IEP development and implementation to support student growth and achievement for students with disabilities.
- Assists in facilitating Empower U and Transition Services with a continuous improvement process. Works with the administrative team to deepen student and school data analysis to evaluate and revise school improvement goals and strategies
- Provides county, building, and classroom professional development and coaching.
- Ensures appropriate LRE determinations and potential exit from programming based on student growth and progress.
- Ensures appropriate LRE staff training and support to use the school's data system for collecting, analyzing, and interpreting multiple forms of data for progress and performance monitoring.

Commented [KM1]: Ensures appropriate LRE determinations and potential exit from programming based on student growth and progress

Commented [KM2R1]:

- Forms relationships with staff, students, families, LEAs, and the broader school community and seeks out resources and support while advocating for the school/program.
- Attends IEP's as determined for the purpose of facilitating process.
- Serves as a liaison between vocational and community contacts and transition programs.
- Provides staff development opportunities that incorporate the mission of the district, program evaluation outcomes, and input from the teachers
- Works collaboratively with staff, young adults, parents, administrators, employers, and agency representatives.
- Works with staff to establish building and district systems, processes, trainings, and shared leadership to ensure full compliance with the IDEA, Michigan Administrative Rules for Special Education, and the Kent Intermediate School District Special Education Plan.
- Provides staff development opportunities that incorporate the mission of the district, program evaluation outcomes, and input from the teachers.
- Assists with the development and facilitation of parent training in the transition planning process.
- Assists administrators in the coordination of community and work-based learning opportunities.
- Assists in the development of system guidelines, programs, and procedures.
- Analyzes, interprets and communicates information concerning special education laws, rules, regulations, procedures, policies and practices.
- Serves as a member of the program's School Improvement team.
- Performs other duties as directed by the Administrator.

KNOWLEDGE, SKILLS, AND ABILITIES REQUIRED:

- Knowledgeable of Michigan and Federal statutes applicable to Special Education in order to effectively interpret such rules and regulations promulgated by the Michigan Department of Education and the U.S. Department of Education.
- Understanding of how federal, state, ISD and LEA levels of regulatory authority interact.
- Must possess exceptional organizational and supervisory skills, and excellent verbal and written communication skills to effectively interact with superiors, peers, subordinates, local/state/national education representatives and regulatory/funding agencies, constituent districts and the public-at-large.
- Knowledge and demonstrated leadership on data management systems.
- Knowledge of effective project management and possess strong organizational skills.
- Experience with aligning Michigan standards to the instructional needs of students with disabilities.
- Knowledge and understanding of systems that support effective instruction and the ability to customize those systems within each center program.
- Strong problem-solving and dispute resolution skills.
- Ability to drive between buildings, local school districts and community sites.

- **Demonstrates the ability to examine the impact of education inequities in student achievement outcomes as it aligns with race, ethnicity, and socio-economic status.**
- **Must pass criminal background check as required by School Safety Legislation.**

POSITION DESCRIPTION

Title: Special Education Teacher – Transition

Location: Empower U

Classification: KIEA

**Reports to and
Evaluated By:** Administrator of Empower U

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

**Positions
Supervised:** None

BROAD STATEMENT OF RESPONSIBILITIES:

To provide comprehensive and specialized instruction to students in the Transition Program, ages 18-26 years old, that qualify for special education. Instruction will be provided across all environments including the classroom, community, building, job sites, and in the family's home, if appropriate. The primary goal of the Community Transition Campus Teacher is to provide instruction and opportunities designed to maximize abilities of young adults to live as purposefully and independently as possible. The teacher will work collaboratively with all members of the program and community agencies to provide specially designed instruction in the areas determined by students' Individualized Education Programs (IEPs).

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 assessments 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. Assess, teach, and modify instruction and curricula for students related to all of the following:
 - a. Conduct informal and formal transition assessments and/or monitor the administration of transition assessments administered by staff to identify strengths, needs, preferences, and interests.
 - b. Provide transition planning, instruction and coordination of transition activities for special education students.
 - c. Develop individualized goals for students related to social relationships, cultural competence, self-determination, and transitions to postsecondary training, career/employment, community participation and community adult living.
 - d. Collaborate with community businesses to establish vocational learning expectations and outcomes for work experiences and shadowing opportunities.
 - e. Supervise, evaluate and coach students' skills at vocational training sites.
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 SLD, EI or CI Endorsement preferred.
3. Experience in working with special needs students.
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. 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:	Instructional Support Specialist – Empower U
Classification:	KISSA Wage Schedule
Reports to and Evaluated By:	Principal/Administrator of Empower U
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.

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POSITION DESCRIPTION

Title: Part Time Audiologist

Program: Deaf – Hard of Hearing: Oral Deaf and Total Communication

Reports to: Supervisor of DHH and VI

Terms of Employment: KIEA – 73 Days (0.4 FTE), salary commensurate with experience

BROAD STATEMENT OF RESPONSIBILITIES:

Educational Audiologists deliver a range of hearing and hearing device services to all children within Kent County. Educational audiologists are members of the school multidisciplinary team who facilitate listening opportunities and communication access via specialized auditory assessments; personal hearing instruments; recommend, fit and manage hearing assistance technology; provide and recommend support services and resources; and advocate on behalf of the students. Educational audiologists provide evidence for needed services and technology, emphasize auditory access and learning supports for students with reduced hearing, counsel children to promote personal responsibility and self-advocacy, maintain student performance levels, collaborate with private sector audiologists, assist with student transitions and partner with other school professionals to work most effectively to facilitate student learning and chosen communication strategies.

MINIMUM QUALIFICATIONS:

- Master's degree or Doctor of Audiology (Au.D.)
- Experience in pediatric audiology
- Michigan State Licensure for Audiology

DUTIES AND RESPONSIBILITIES:

1. Demonstrate knowledge and understanding of current federal, state special education laws and local guidelines as related to students who are Deaf or Hard of Hearing.
2. Provide diagnostic and support services to infants, children/students with reduced hearing. Apply research based best practices.
3. Collaborate with staff and implement county/district initiatives.
4. Select and implement appropriate hearing evaluation procedures (including behavioral observation, case history information, standardized tests, and informal tests) as determined by students' abilities.
5. Interpret evaluation findings accurately.
6. Provide hearing aid services including real ear measurements with speech mapping verification, and audiometric assessments (including air conduction, bone conduction, functional listening evaluations, speech reception threshold, speech discrimination, middle ear function, and otoacoustic emissions).
7. Develop and modify goals, objectives, materials, and activities to meet the needs, interests, and abilities of students.
8. Evaluate function of hearing aids and Hearing Assistive Technology (HAT) units in relation to student's needs and hearing loss.
9. Set HAT units and make ear impressions for earpieces.
10. Create and maintain an environment conducive to learning and appropriate to students' abilities.
11. Schedule and prioritize activities (including coordination day duties) as designated by departmental requirements.
12. Counsel parents, teachers, students concerning the nature/alleviation/elimination/effect of communication options.
13. Establish and maintain good working relationships with staff, students, parents, and community agencies; collaborates effectively with them to develop, implement, and evaluate intervention strategies.
14. Participate in the Multidisciplinary Evaluation Team/Individual Educational Planning Team Meeting and 504 Plan process as appropriate.
15. Maintain accurate, confidential and electronic records as required by privacy laws, district policy, and administrative regulation; submit same at designated times.
16. Evaluate personal professional strengths; participate in workshops, in-service opportunities, and other activities to improve skills.
17. Plan and conduct in-service activities for parents, agencies, and school staff.
18. Provide professional consultation with students, parents, and staff.
19. Attend school and departmental meetings as required.
20. Provide professional development to school staff to update them on special education laws and best practice strategies to improve student achievement.
21. Coordinate and direct Audiology Technicians.
22. Perform other duties as assigned by the Supervisor.

KNOWLEDGE, SKILLS AND ABILITIES REQUIRED:

- Fluent in American Sign Language, preferred.
- Excellent verbal, written and interpersonal communication skills.

- Working knowledge of basic technology, and proficiency in software related to Special Education and Audiological Services.
- Knowledge and experience working with students with cognitive impairments and/or autism is preferred.
- Knowledge of effective project management and possess strong organizational skills.
- Ability to work constructively with parents, students, staff, and community agencies.
- Strong problem-solving and dispute resolution skills.
- Ability to drive between buildings, local school districts and community sites.
- Demonstrates the ability to examine the impact of educational inequities in student achievement outcomes as it aligns with race, ethnicity, and socio-economic status.
- Must pass criminal background check as required by School Safety Legislation.

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- Please note, due to the large number of applications, we are unable to attend to e-mail or telephone inquiries on application status.
- All candidates will be timely notified regarding their application status.

The final candidate for this position will be required (at their cost) to furnish Kent Intermediate School District with a current Michigan State Police and FBI criminal records LiveScan check prior to our recommendation to hire.