
BOARD AGENDA ITEM

Information/Discussion_____

Future Action_____

Action X

Item: Request for Three Additional Center Program Positions and one Part-Time position increase which includes; One Homebound Teacher and One Instructional Support Specialist (ISS) at Lincoln School. An additional One-to-One Instructional Support Specialist at Empower U South, and the increase of a Part-Time Instructional Support Specialist from 0.4 FTE to 0.8 FTE at DHH-Total Communications for 2025-2026.

Submitted by:

Toni Moore,

Antonette Moore

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readysign

Date: February 6, 2026

Kirsten Myers

Kirsten Myers

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readysign

Recommended by: Dave Rodgers

Dave Rodgers

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readysign

Board Meeting Date: February 16, 2026

RECOMMENDATION:

One additional position for a new Homebound Teacher for Center Programs for 2025-2026

One additional position for a Homebound Instructional Support Specialist for Center Programs for 2025-2026.

Rationale:

- **Lincoln School**

- After an analysis of homebound caseload data showing an annual increase over a three-year period, as well as the increased needs coming through the least restrictive needs review process, to effectively manage this growth and ensure appropriate services, the addition of a dedicated teacher and support staff for homebound cases is necessary.

One Additional One-to-One Instructional Support Specialist for Center Programs for 2025-2026.

Rationale:

- **Empower U South**

- Empower U has a student who has been diagnosed with a progressive neurological disorder. Per the student's IEP, he requires a one-on-one para to consistently support the complex medical and personal needs of the student throughout the school day.

The increase in the position of a Part-Time Instructional Support Specialist from 0.4 FTE to 0.8 FTE for Center Programs for 2025-2026.

Rationale:

- **DHH – Total Communications**
 - Early Childhood Special Education was increased from a half day to a full day program this year and additional staff is needed due to higher class size and to cover teacher breaks.

Position	Location	FTE	Accounting Code
Homebound Teacher	Lincoln School	1.0	21-1-219-1240-074-0000-21230-2927-2120
Homebound ISS	Lincoln School	1.0	21-1-219-1630-074-0000-21230-2927-2120
One to One ISS	Empower U South	1.0	21-1-122-1630-194-0000-21270-2934-2125
Part-Time ISS (formerly 0.4 FTE)	DHH–Total Communications	0.8	21-1-122-1630-160-0000-21710-2971-2170

POSITION DESCRIPTION

Title: Special Education Teacher – Center Program Homebound

Location: Lincoln Pines Center Programs

Classification: KIEA

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

Terms of Employment: 202 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, but temporarily being provided in the home. 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 (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 collaboratively with the teacher of record to review student plan/s and determine instruction for the homebound scheduled periods.
5. Provide direct instruction for students with disabilities on homebound status, in the areas of academic skills, communication skills, social skills, and transition in accordance with established IEP's and collaboratively with the teacher of record.
6. Collect, maintain, and analyze data relating to students' progress.
7. Cooperate in planning curriculum and instructional programs with other instructional and support personnel to encourage integrated team services for the students.
8. Keep regular anecdotal records of students in accordance to the homebound schedule.
9. Direct Instructional Support Specialists assigned to homebound services support.
10. Participate in the development of timely and compliant IEPs for eligible students.
11. Document and share student progress on goals and objectives, accommodations, service time, and discipline/suspensions for all students on caseload.
12. Maintain an electronic log to document students' goals and objectives, accommodations, and other IEP related services.
13. Assessing, teaching, and modifying instruction and curricula for students with severe multiple impairments related to all of the following:

- a. Using research-based strategies and techniques for developing language and communication abilities and skills of students with severe multiple impairments to promote the development of language, reading, writing, spelling, calculating, and thinking.
 - b. Selecting, adapting, and developing specialized or general education curricula, assessments, accommodations, and instructional materials for students with severe multiple impairments that is aligned with the general curriculum.
 - c. Planning and implementing instruction in settings across domains, including community, personal/social, career/employment, and leisure/recreation.
 - d. Assessing, implementing, and supporting all levels of assistive technology for individual students.
 - e. Developing and maintaining collaborative relationships and partnerships with parents/families, educators, administrators, consultants, and community service providers.
 - f. Collaborating in the development of individualized goals for students receiving homebound services related to social relationships, cultural competence, self-determination, and transitions to postsecondary training, career/employment, and community integration.
14. 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 Cognitive Impairment Endorsement.
3. Demonstrated success in special education or support service working with students with severe multiple impairments.
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.

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 – Center Program Homebound
Classification:	KISSA
Location:	Lincoln Pines Center Programs
Reports to and Evaluated By:	Principal/Administrator of Lincoln School
Terms of Employment:	202 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. Must pass criminal background check as required by School Safety Legislation.
12. Willingness to work as part of a team of professionals.

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 – One to One - 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.

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 - Part Time – Total Communication
Classification: KISSA Wage Schedule

**Reports to and
Evaluated By:** Principal/Administrator of Total Communication

**Terms of
Employment:** 150 day position subject to all rules and regulations covering classified personnel. (7.25 hours per day/4days weekly) (0.8 FTE)

**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. Knowledge of ASL.
5. Demonstrated dependability and promptness.
6. Evidence of skills with DHH.
7. Understanding, patient, warm, and receptive attitude toward students.
8. Ability to assume responsibility for supervising students on an independent basis.
9. Ability to maintain cooperative working relationship with students, staff, parents, and the general public while maintaining student confidentiality.
10. Must be able to lift 40-60 lbs.
11. Chauffeur license required (or willingness to obtain) with clean driving record.
12. Willingness to work as part of a team of professionals.

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.