
BOARD AGENDA ITEM

Information/Discussion _____
Future Action _____
Action X

Item: Request for a new classroom and additional positions – Pine Grove Learning Center

Submitted by:

Date: October 25, 2023

Paul Dymowski, *Paul Dymowski*
04DD4FE49C1DB267DFB7FA484C0A2636 readysign

Kirsten Myers *Kirsten Myers*
E5DD6C93035CE3A1FDEFDA335B1A115 readysign

Recommended by: Dave Rodgers

Board Meeting Date: November 13, 2023

Dave Rodgers
BB95C31328D85C2E5B8A54E16AF55275 readysign

RECOMMENDATION:

Additional Classroom:

- 1 new Autism Spectrum Disorder (ASD) Classroom at Pine Grove Learning Center

Additional positions:

- 1 ASD Teacher
- 2 ASD Instructional Support Staff (ISS)
- 1 Certified Occupational Therapist Assistant (COTA) – Pine Grove Learning Center

Rationale:

Pine Grove Learning Center has had an increase of students with autism since June of 2023. We have also had students move into Kent County with significant behavioral issues previously requiring one on one support at their former schools. Our current classrooms are at capacity.

We are requesting a new autism classroom plus a Certified Occupational Therapist Assistant position to support these students and to properly implement skill-based teaching.

Position	Accounting Code
ASD Teacher	21-1-122-1240-193-0000-21210-2921-2120
ASD-ISS	21-1-122-1630-193-0000-21210-2921-2120
Certified OT Assistant	21-1-213-1630-012-0000-21210-2921-2120



REQUEST FOR PERSONNEL APPROVAL

THIS FORM IS APPROPRIATE FOR SEEKING APPROVAL OF NEW POSITIONS, OR FILLING EXISTING POSITIONS THAT HAVE BECOME VACANT. IF APPROVED, THE POSITION WILL BE POSTED.

Department: Center Programs
Location: Pine Grove Learning Center
This position reports to: Lisa Merritt

Date of Submission: 10/26/2023
Submitted by: Jon Versluis

Position requested for posting: Teacher - ASD
Number of positions requested: 1

This position is: New Position

If a replacement, the position replaces:
N/A - New Position going to 11/13/23 Board meeting for approval

Employment ended:

The position is designated as: KIEA

Days per year: 182

Hours per day: 7

FTE: 1

Grade (if non-union):

Intended Salary Range:

Payroll Account Number(s)

\$ or %

21-1-122-1240-193-0000-21210-2921-2120	100

Is This Position Supported by Current Budget? No
If No, select the Budget Amendment Date: Winter

Posting Requirement External & Internal

Minimum Qualifications Required:

Degree(s) Bachelor's in Education
Endorsement(s) ASD Endorsement

Certificate / License Special Ed Certification
Other:



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For ESC / Conference Center positions only:

Is there an existing work space for this position?

Are furniture or technology needs anticipated?

Position requires Board of Education approval? Yes, new position

Note: Position will not be posted without an updated job description attached to this form as an editable Word document.

SIGNATURES REQUIRED FOR APPROVAL		
Date:		Director / Supervisor
Date:		Asst. Superintendent for Department
Date:		Asst. Superintendent for HR & Legal

Date Posted:

POSITION DESCRIPTION

Title:	Special Education Teacher – Autism Spectrum Disorder
Location:	Pine Grove
Classification:	KIEA
Reports to and Evaluated By:	Principal/Administrator of Pine Grove
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.

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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Department: Center Programs
Location: Pine Grove Learning Center
This position reports to: Lisa Merritt

Date of Submission: 10/26/2023
Submitted by: Jon Versluis

Position requested for posting: Instructional Support Specialist-ASD
Number of positions requested: 2

This position is: New Position

If a replacement, the position replaces:
N/A

Employment ended:

The position is designated as: KISSA

Days per year: 182

Hours per day: 7.25

FTE: 1

Grade (if non-union):

Intended Salary Range:

Payroll Account Number(s)

\$ or %

21-1-122-1630-193-0000-21210-2921-2120	100

Is This Position Supported by Current Budget? No
If No, select the Budget Amendment Date: Winter

Posting Requirement External & Internal

Minimum Qualifications Required:

Degree(s) High School graduate
Endorsement(s)

Certificate / License
Other:



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For ESC / Conference Center positions only:

Is there an existing work space for this position?

Are furniture or technology needs anticipated?

Position requires Board of Education approval? Yes, new position

Note: Position will not be posted without an updated job description attached to this form as an editable Word document.

SIGNATURES REQUIRED FOR APPROVAL		
Date:		Director / Supervisor
Date:		Asst. Superintendent for Department
Date:		Asst. Superintendent for HR & Legal

Date Posted:

POSITION DESCRIPTION

Title: Instructional Support Specialist – Pine Grove
Classification: KISSA

**Reports to and
Evaluated By:** Principal/Administrator of Pine Grove Learning Center

**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. Must pass criminal background check as required by School Safety Legislation.
12. Willingness to work as part of a team of professionals.

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Department: Center Programs
Location: Pine Grove Learning Center
This position reports to: Renee Hordyk

Date of Submission: 10/25/2023
Submitted by: Jon Versluis

Position requested for posting: Certified Occupational Therapy Assistant
Number of positions requested: 1

This position is: New Position

If a replacement, the position replaces:
n/a. Board meeting date 11/13/2023

Employment ended:

The position is designated as: KIEA

Days per year: 182

Hours per day: 7.25

FTE: 1

Grade (if non-union):

Intended Salary Range:

Payroll Account Number(s)

\$ or %

21-1-213-1630-012-0000-21210-2921-2120	100

Is This Position Supported by Current Budget? No
If No, select the Budget Amendment Date: Winter

Posting Requirement External & Internal

Minimum Qualifications Required:

Degree(s) Associates Degree
Endorsement(s)

Certificate / License COTA License
Other: OTA program graduate



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Is there an existing work space for this position?

Are furniture or technology needs anticipated?

Position requires Board of Education approval? Yes, new position

Note: Position will not be posted without an updated job description attached to this form as an editable Word document.

SIGNATURES REQUIRED FOR APPROVAL		
Date:		Director / Supervisor
Date:		Asst. Superintendent for Department
Date:		Asst. Superintendent for HR & Legal

Date Posted:

POSITION DESCRIPTION

Title:	Certified Occupational Therapist Assistant (COTA)
Classification:	Classified, Wage Grade III
Reports to and Evaluated By:	Pine Grove Principal
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:

The Certified Occupational Therapist Assistant is responsible for implementing intervention and therapy regarding students' fine and gross motor skills and functional abilities (e.g. perceptual-motor, hand functions, motor coordination, sensory development, muscle strength, etc.) under the direction of the Occupational Therapist.

DUTIES AND RESPONSIBILITIES:

1. Provides direct occupational therapy services to students according to IEP goals for the purpose of ensuring compliance with established practices and procedures.
2. Adapts school and classroom environment, tools and materials under the supervision of the Occupational Therapist for the purpose of improving student functioning and facilitating student access to curricular and instructional activities.
3. Assists Occupational Therapist with assessing students' fine motor, and development skills (e.g. oral motor, sensory integration, motor planning, developmental function, activities of daily living, fine motor function postural tone, etc.) for the purpose of determining their deficits and developing recommendations.
4. Attends meetings and workshops (e.g. IEPs, training, team meetings, conferences, meetings with outside agencies, etc.) for the purpose of conveying and/or receiving information, including best practices for school OT delivery.
5. Consults with occupational therapists, physical therapists, speech therapists, teachers, educational assistants, families, etc. for the purpose of providing requested information, reviewing/revising students' occupational therapy goals/objectives, developing plans for services and/or making recommendations to implement goals.
6. Implements therapeutic activities and instructs students, teachers, parents and other involved persons (e.g. positioning, adjusting special equipment, etc.) for the purpose of providing appropriate care to students and/or supporting the student's IEP plan for use in the classroom.

7. Maintains files and/or records in cooperation with the Occupational Therapist (e.g. progress reports, activity logs, etc.) for the purpose of documenting activities and/or ensuring an up-to-date trail for compliance with various state, federal, and administrative regulations.
8. Maintains treatment equipment and supplies in clean and proper working condition for the purpose of implementing motor/therapy goals.
9. Prepares written materials (e.g. activity logs, progress notes, reports, memos, etc.) for the purpose of documenting activities, providing written reference, and/or conveying information.
10. Presents information (e.g. student performance data, clinical feedback, etc.) for the purpose of communicating information, gaining feedback and ensuring adherence to established internal controls.
11. Troubleshoots problems with assistive devices (e.g. computer technology, etc.) for the purpose of ensuring that equipment is in proper working order and/or providing alternative strategies.
12. Other duties as assigned.

KNOWLEDGE, SKILLS AND ABILITIES REQUIRED:

1. Associates degree require, bachelor's degree preferred
2. Graduate of an accredited occupational therapy assistant program.
3. Hold current and valid state required Certified Occupational Therapy Assistant license.
4. Demonstrated experience in working in early childhood with children that have special needs, preferred
5. Demonstrated knowledge of current testing programs and mandated assessment tools
6. Demonstrated knowledge of effective intervention strategies
7. Knowledge of IDEA and the IEP process
8. Knowledge of current educational issues and best practices
9. Ability to apply problem solving processes and creative thinking
10. Ability to recognize student strengths and weaknesses in communication
11. Ability to analyze and interpret assessment data
12. Ability to communicate effectively both orally and in writing
13. Ability to maintain confidentiality
14. Ability to interact well with young children and families with knowledge in child development.
15. Ability to communicate clearly, both orally and in writing, and must have excellent evaluation and assessment skills.
16. Must have good organizational, problem solving and computer skills.
17. Have the ability to work on the floor with students and move quickly should the need arise for safety reasons.
18. Must pass criminal background check as required by School Safety Legislation.

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