
BOARD AGENDA ITEM

Information/Discussion_____

Future Action_____

Action X _____

Item: 0.8 FTE Early Intervention Specialist

Submitted by: Alissa Hofstee

Date: December 17, 2025

Recommended by: Kirsten Myers

Board Meeting Date: January 12, 2026

The purpose of this memorandum is to request approval from the Kent ISD Board of Education for the addition of a 0.8 FTE Early Intervention Specialist to address elevated caseloads within Kent ISD Early On services resulting from multiple staff leaves of absence.

Kent ISD's Early On program has experienced increased service demands due to several Early Intervention Specialists being on approved leaves of absence. While these leaves are temporary, the overlap has significantly impacted staffing capacity and resulted in caseloads exceeding recommended practice standards.

Kent ISD is responsible for ensuring the timely provision of early intervention services in accordance with IDEA Part C and Michigan Administrative Rules for Special Education (MARSE). These requirements include timely evaluations, Individualized Family Service Plan (IFSP) development, service delivery, documentation, and ongoing family collaboration.

Administration recommends that the Kent ISD Board of Education approve the addition of a 0.8 FTE Early Intervention Specialist to ensure continued compliance, service quality, and timely support for children and families served by Kent ISD.

POSITION DESCRIPTION

Title: Early Intervention Specialist (SLP, OT, MSW, PT, ECSE teacher) Physical Therapist preferred at this time

Location: Kent ISD – Early On Program

Schedule: Full-time, 182-day position (KIEA contract)

Salary Grade: Per Master Agreement, Subject to all rules and regulations covering KIEA personnel

Reports to: Early On Administrators

Who We Are

At **Kent ISD**, we believe *relationships, learning, equity, opportunity, innovation, service, and excellence* drive everything we do. Our mission is to **partner with schools and communities to create equitable opportunities** that enrich the experiences and achievements of all learners.

Our **Early On** team serves infants and toddlers (birth–3) with developmental delays, disabilities, or established conditions. Our goal is for all enrolled families to feel confident and competent in enhancing their child’s learning and development by providing individualized support and resources.

We are deeply committed to building a diverse, inclusive team that reflects the families and communities we serve. Candidates of color, bilingual professionals, and early career professionals who bring fresh ideas and passion for early intervention are strongly encouraged to apply.

The Role

As an **Early Interventionist**, you’ll serve as a *Primary Service Provider (PSP)* within a transdisciplinary team, using a family-centered, coaching approach. You’ll support families through:

- Developmental evaluations and functional assessments,
- Co-creating Individualized Family Service Plans (IFSPs),
- Partnering with caregivers in homes and community settings to embed strategies into their daily routines
- Collaborating with local districts, healthcare providers, and community agencies to

provide service coordination for the families you serve.

Your work directly impacts families during one of the most meaningful periods in their child's development.

What You'll Do

- Conduct multidisciplinary evaluations for Early On and Early Childhood Special Education (eligibility determinations for IDEA Part C and Part B).
 - Provide home- and community-based intervention using a routines-based, coaching approach.
 - Serve as ongoing **Service Coordinator** for children and families assigned to your caseload
 - Develop and implement IFSPs and support transitions to IEPs as needed.
 - Maintain accurate documentation and ensure compliance with Michigan Part C regulations.
 - Participate in collaborative Primary Service Provider team meetings and continuous professional learning.
 - Facilitate or co-lead **parent education groups** and connect families to community and health resources.
 - Offer guidance and emotional support to families navigating developmental or behavioral differences.
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What You Bring

- **Master's degree** or higher in Speech-Language Pathology, Occupational Therapy, Physical Therapy, School Social Work, School Psychology, or approved or endorsed Early Childhood Special Education Teacher.
- **Licensure or certification** for the appropriate discipline.
- Knowledge of **child development, family-centered practices, and equity-focused service delivery.**
- Strong communication, organization, and collaboration skills.
- Ability to practice cultural humility and promote inclusive practices by approaching families with openness and respect and ensuring that interventions are responsive to the diverse needs of children and families.
- Desire to engage in continuous learning: reflecting on personal biases, participating in ongoing professional development, use of evidenced-based practices, and seek feedback to strengthen culturally responsive practice.
- Enthusiasm to advocate for equity by recognizing and addressing barriers that impact access to early intervention services, and collaborating with families, colleagues, and community partners to promote equitable outcomes.

- Willingness to drive throughout Kent ISD districts and provide services in a variety of natural environments.

What We Offer

- A **mission-driven, equity-centered team** culture that celebrates diverse voices and perspectives.
 - **Mentorship and onboarding support** for new professionals joining the team.
 - **Professional learning opportunities** to grow your expertise in early intervention, coaching, evidence-based practices, and transdisciplinary teaming.
 - Opportunities to contribute to team and community partnerships.
 - Comprehensive benefits and a schedule that honors work-life balance.
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ENVIRONMENT:

Must be able to drive personal vehicle to home visits, meetings, and community groups throughout Kent ISD. Duties are performed in the child's home and community settings (both indoor and outdoor).

PHYSICAL DEMANDS:

- Physical, mental, and emotional stamina to perform the duties and responsibilities of the position under sometimes stressful conditions.
- Vision sufficient to read printed materials. Seeing to read, prepare and proofread documents and perform assigned duties.
- Hearing and speaking sufficient to exchange information.
- Ascending and descending stairs, kneeling, pushing/pulling, squatting, twisting, turning, bending at the waist, and reaching overhead, above the shoulders and horizontally as needed.
- Dexterity of hands and fingers to operate equipment.
- Sitting on various surfaces (including floor), or standing for extended periods of time.
- Lift up to twenty-five (25) pounds.
- Mental acuity to collect and interpret data, evaluate, reason, define problems, establish facts, draw valid conclusions, make valid judgments and decisions.

ACCOMMODATIONS:

Kent ISD is committed to providing equal employment opportunities and will make reasonable accommodations for qualified individuals with disabilities in accordance with the Americans with Disabilities Act (ADA) and applicable state laws. If you require an accommodation to perform the essential functions of this position, please contact Human Resources.

Join Us

If you believe that *every family deserves equitable access to early support* — and you want to grow in a collaborative, innovative, and inclusive environment — we'd love to meet you.

Apply today to join a team that's building thriving communities through meaningful partnerships.