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**BOARD AGENDA ITEM**

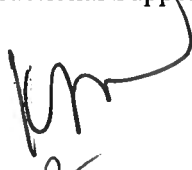
Information/Discussion \_\_\_\_\_

Future Action \_\_\_\_\_

Action   X  

Item: Request for Additional Positions for 2026-2027; One additional class including One Teacher and Two Instructional Support Specialists at Lincoln School for 2026-2027.

Submitted by: Kirsten Myers



Date: April 22, 2026

Recommended by: Dave Rodgers



Board Meeting Date: May 18, 2026

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**RECOMMENDATION:**

**2026-2027 Positions**

**Lincoln School:** One additional new classroom at Lincoln School, including One Special Education -ASD Teacher and Two Instructional Support Specialists.

**Rationale:**

The addition of a new classroom within the center program is necessary to appropriately respond to a growing number of incoming referrals for students with Autism Spectrum Disorder. Current program capacity and staffing structures are not sufficient to maintain the level of individualized support, safety, and instructional quality required to meet these students' needs effectively.

Position	Location	FTE	Accounting Code
Special Education Teacher – ASD	Lincoln School	1	21-1-122-1240-193-0000-21230-2927-2120
Instructional Support Staff – ASD	Lincoln School	2	21-1-122-1630-193-0000-21230-2927-2120

## 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. 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

<b>Title:</b>	<b>Special Education Teacher – Autism Spectrum Disorder</b>
<b>Location:</b>	<b>Lincoln School</b>
<b>Classification:</b>	KIEA
<b>Reports to and Evaluated By:</b>	Principal/Administrator of Lincoln School
<b>Terms of Employment:</b>	182 day position subject to all rules and regulations covering KIEA teachers
<b>Positions Supervised:</b>	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.