

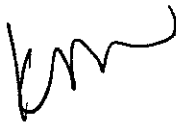
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**BOARD AGENDA ITEM**

Information/Discussion \_\_\_\_\_  
Future Action \_\_\_\_\_  
Action   X  

Item: Request for Additional Center Program Positions for 2026-2027; one additional class including one Teacher and one Instructional Support Specialist at Lincoln School for 2026-2027. Two additional Float Instructional Support Specialists at Lincoln School and two additional Float Instructional Support Specialists at Pine Grove Learning Center. An additional 0.6 FTE of Occupational Therapist position.

Submitted by: Kirsten Myers 

Date: May 11, 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 one additional Instructional Support Specialist.

**Rationale:**

This will allow us to split classes of some of our highest needs students with significant externalizing behavior to have a lower staff to student ratio necessary for adequate support. At a future board meeting we will request one additional staff member for this classroom, though the specific position has yet to be determined.

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

**Lincoln School & Pine Grove Learning Center:** Two additional Floating Instructional Support Specialists (ISS) at both Lincoln School and Pine Grove Learning Center to help cover anticipated absences.

**Rationale:**

The addition of Two additional Instructional Support Specialists at each building are needed to support our staff to cover daily absences. Given the specialized nature of our student populations we struggle to find substitutes for our ISS staff, be it for daily illness, FMLA, or workers comp. This will allow us to have properly trained staff ready on a daily basis to fill in as substitutes or provided added support in classrooms as needed.

<b>Position</b>	<b>Location</b>	<b>FTE</b>	<b>Accounting Code</b>
Instructional Support Spec-ASD	Lincoln School	1	21-1-122-1630-193-0000-21230-2927-2120
Instructional Support Spec-SCI	Lincoln School	1	21-1-122-1630-130-0000-21230-2927-2120
Instructional Support Spec-ASD	Pine Grove	1	21-1-122-1630-193-0000-21210-2921-2120
Instructional Support Spec-SXI	Pine Grove	1	21-1-122-1630-190-0000-21210-2921-2120

**Lincoln School:** Increase Occupational Therapy (OT) staffing by an additional .6 FTE, bringing the total OT allocation to 6.0 FTE.

**Rationale:**

This adjustment coincides with the reduction of 2.0 FTE Certified Occupational Therapy Assistant (COTA) positions. While the Board recently approved a .4 FTE increase, extending this by an additional .6 FTE (for a total of 1.0 new OT FTE) allows us to effectively replace the outgoing COTA capacity. This shift is designed to meet the extensive needs of our center programs and ensure high-quality services.

<b>Position</b>	<b>Location</b>	<b>FTE</b>	<b>Accounting Code</b>
Occupational Therapist	Lincoln School	0.6	21-1-213-1480-011-0000-21230-2927-2120

## 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

**Title:** Instructional Support Specialist – Pine Grove  
**Classification:** KISSA

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

**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.
13. 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.

## POSITION DESCRIPTION

<b>Title:</b>	<b>Occupational Therapist</b>
<b>Location:</b>	<b>Center Programs</b>
<b>Classification:</b>	KIEA
<b>Reports to and Evaluated By:</b>	Principal - LDC
<b>Terms of Employment:</b>	182 day position subject to all rules and regulations covering KIEA personnel.
<b>Positions Supervised:</b>	None

### **BROAD STATEMENT OF RESPONSIBILITIES:**

The Occupational Therapist provides school-based occupation therapy services, which includes but is not limited to assessment/evaluation, intervention/treatment, IEP planning and implementation, service eligibility, related documentation, and communication between teachers, teacher assistants, related service providers, and families.

### **DUTIES AND RESPONSIBILITIES:**

1. Implement occupational therapy services within a multi-tiered intervention model for programs and services.
2. Identify and coordinate accommodations and modifications of school environment for a student to obtain access to curriculum and instruction.
3. Provide comprehensive written reports of assessments and evaluations of students that specifically address the reasons for referral. Utilize multiple methods of collecting data, and provide appropriate measurable goals for intervention and anticipated outcomes from service.
4. Provide and interpret assessments and evaluations to determine eligibility for special education, and identify needs for programs and services.
5. Plan and provide direct and group occupational therapy services to students based on their IEP requirements.
6. Consult with members of the educational and IEP teams to select activities consistent with needs and capabilities of the student and to coordinate occupational therapy with classes through the student's day.
7. Select constructive activities suited to the student's physical capacity, intelligence level, and interest to upgrade individual to maximum independence and assists in the development or restoration of functions.
8. Design and construct/modify equipment for individual and suggests adaptations for student's academic or home environment.
9. Administer assessments, take data and write corresponding reports.
10. Maintain the confidentiality of student records and information according to established guidelines.
11. Assure the health and safety of students by following health and safety practices and procedures.
12. Educate and demonstrate (verbally or written) therapy techniques to parents that can be incorporated into the home

13. Attend staff meetings, in-service training, and continuing education courses as appropriate or required.
14. Assess and make recommendations regarding the use of adaptive equipment as needed and provide written justification.
15. Provide assessment, consultation to students, staff and parents in assistive technology, to support student access to learning materials.
16. May assist in supervision of Certified Occupational Therapy Assistants.
17. Perform all other duties as appropriate and determined by Principal/Administrator.

**KNOWLEDGE, SKILLS AND ABILITIES REQUIRED:**

1. Degree from a college or university offering an approved program in Occupational Therapy.
2. Full Occupational Therapist approval/licensure from Michigan's Department of Licensing And Regulatory Affairs
3. Ability to use the accepted tests and measurements to discern assistive technology appropriate for the students
4. Knowledge of tools of evaluation and low-high tech assistive technology
5. Ability to instruct and support student/teacher to access curriculum
6. Knowledge and skills commonly used in occupational therapy evaluation and consultation.
7. Ability to articulate the role of the occupational therapy in the evaluation, intervention planning, and intervention process
8. Ability to facilitate and collaborate effectively with multidisciplinary teams.
9. Outstanding skills, both written and verbal, in communicating with students, parents, teachers, and administrators.
10. Expert knowledge of student electronic information/data systems.
11. Knowledge of Michigan curriculum and content standards
12. Ability to follow directives and work effectively with administrators.
13. Must pass criminal background check as required by School Safety Legislation.
14. 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.

## 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.