

Addendum #2

Staffing Agencies to Support Special Education Teachers – One Year (FY23) with Two Option Years (FY24 & FY25)

Issue Date: Monday, August 29, 2022

Bids Due: Thursday, September 8, 2022 at 1:00PM

1. What is the anticipated award date?

The anticipated award date is mid to late September.

2. How will vendors be notified of award?

Vendors will be notified of award via email by the Purchasing Department.

3. Do you anticipate awarding one or multiple vendors?

We anticipate awarding multiple vendors.

4. What are the current hourly bill rates by vendor?

The district does not currently use a vendor for this service.

5. If we provide per evaluation rates, does the district require vendors to provide all of the assessments materials/protocols?

This is preferred but the district can also provide assessments/materials/protocols

6. How many billable hours are in a school day?

The school day is 6.5-7 hours per day. We have provided over time this year if we have the need.

7. What is the anticipated # of full-time or # of part-time positions?

15-30 special education teachers, PK-HS, all full time

8. Is the vendor expected to have a clinic or local office?

The vendor is not expected to have a clinic or a local office.

9. Will services be provided on site or virtually or a hybrid of both for the 22/23 SY?

We expect that all services must be delivered on site, in person for the 22/23 SY.

10. Will assigned candidates have access to materials, supplies, equipment, evaluation kits, and protocols provided by your schools?

Yes.

11. Will assigned candidates have access to computers/laptops and printers provided by your schools?

Yes.

12. Do you require resumes of potential contracted candidates to be included in our submission?

We do not require them but it is preferred that they are included as examples.

13. Do you require the candidate's license verification to be included in our submission?

All candidates must have appropriate special education certification.

14. Is it the school's expectation to hire the candidates we will include in our proposal response if we get awarded?

If candidates would like to apply to these positions they will be considered as other external candidates.

15. How many candidates/resumes will you need per discipline?

15-30 special education teachers, PK-HS, all full time

16. Can pricing increase during the term of the contract?

Pricing can increase year-to-year but must be held constant within each contract year.

17. Do contractors have to travel between schools during the workday? If so, are they required to clock out during travel between schools OR are they able to stay clocked in during travel between schools?

Staff will be placed full time in one school

18. Does the school district reimburse for mileage?

No, the school district does not reimburse contracted individuals or agencies for mileage.

19. Does the District plan to issue RFPs for other related services?

At this time, the district does not plan to issue RFPs for other related services.

20. Do you have a preference for how we bind our bids, i.e. 3-ring binder, binder clip, stapled, etc?

We prefer a binder clip or staples (vs. in a binder).

21. Can you let me know if the RFP is also the agreement with all terms already listed? If not, will you be using our agreement or will the agreement will only be provided to the awarded vendors?

Our standard contract template is included here following the Q&A portion. Any proposed modifications or exceptions to these terms should be submitted as part of your bid.

22. How many needs does the district anticipate?

15-30 special education teachers, PK-HS, all full time

23. What date does PPS plan to make a decision on vendor selection?

The anticipated contract award date is October 1, 2022 but is subject to change.

24. What date does PPS plan to have selected vendor start filling special education teacher vacancies?

As soon as possible.

25. Is PPS interested in a vendor providing special education teachers to fill open positions?

Yes

26. Is PPS interested in a vendor providing special education substitute teachers to fill day to day and long term absences?

Yes

27. What are the current daily pay rates for special education teachers in the district?

The daily pay rate depends on the person's salary which is governed by the Providence Teachers Union contract. Reference the attached job descriptions for salary ranges.

28. Are pay rates negotiable?

No

29. Is PPS working with a vendor currently? (if so, what vendor(s))

The district is not currently working with a vendor to fill special education teacher vacancies.

30. What is driving the district to reach out for proposals? (for example to save money, unable to find special ed teachers, need for program management, etc.)

Challenges hiring special education teachers for highly specialized classrooms, such as classrooms for students with autism, behavioral challenges, and significant disabilities

31. Why is the district utilizing a solicitation for the services requested in this bid?

Challenges hiring special education teachers for highly specialized classrooms, such as classrooms for students with autism, behavioral challenges, and significant disabilities

32. Would digital proposal submittals be accepted?

No, digital proposals will not be accepted. Bids must be submitted in accordance with the instructions on page 1 of the solicitation.

33. Can the district please provide evaluation criteria, along with points or percentages for the determining areas of focus?

The district will not be sharing this at this time.

34. How many references does the district require?

The district would prefer 1-3 references.

35. When is the estimated contract award date?

The anticipated contract award date is October 1, 2022 but is subject to change.

36. What is the anticipated start date for services?

The anticipated start date is as soon as contracts are finalized and candidates can be placed.

37. How many vendors does the district expect to award a contract to for the services requested in this solicitation?

We anticipate awarding multiple vendors to meet our needs.

38. Can the district please provide incumbent information and current bill rates for contracts in place for similar services?

The district is not currently working with a vendor to fill special education teacher vacancies.

39. What is the expected amount of full-time, vendor supplied SPED Teachers needed for the upcoming 2022-23SY?

15-30 special education teachers, PK-HS, all full time

40. Can the district please provide the total amount of full-time, vendor supplied SPED Teachers utilized during the 2021-22 SY?

The district is not currently working and has not previously worked with a vendor to fill special education teacher vacancies.

41. Can the district please describe all supplies, equipment; materials that awarded vendors will be expected to provide for contracted employees?

District will supply all curriculum materials and technology.

42. Will the district review other SPED service classifications if submitted with the vendor proposal?

Not at this time.

43. What is the average classroom size for the providers requested in this solicitation?

Ranges dependent on the program. Possibly average 8-12

44. Can the district please clarify the maximum weekly allowable hours approved for providers requested in this solicitation?

35 hours per week

45. Can the district please provide a SOW or Job Description for the Special Education Teacher position, Teacher of Vision Impairment, and Teacher of the Deaf and Hard of Hearing?

Reference the attached job descriptions.

46. Out of state licensing requirements accepted?

Only those states RI has reciprocity

47. Will the district assist in obtaining emergency licensure for out-of-state applicants?

They must be certified in another state and able to obtain reciprocity in Rhode Island.

48. Will the district accept General Education teachers working toward a SPED certification?

No, all candidates must have appropriate special education certification.

49. How many Special Education Teachers are needed for the 22-23 school year?

15-30 special education teachers, PK-HS, all full time

50. Does the District currently contract for these services?

No, the district does not currently contract for these services.

51. Will more than one vendor be awarded?

The District anticipates awarding a contract to more than one vendor.

52. Will any redlines/deviations be accepted to the terms? Are you open to negotiations after the award?

Our standard contract template is included here following the Q&A portion. Any proposed modifications or exceptions to these terms should be submitted as part of your bid. Modifications and exceptions will be considered in the bid evaluation process.

53. Can you provide a breakdown of the points/weights for the scoring criteria?

The district will not be sharing this at this time.

Consultant Service Contract
CONTINGENT ON FUNDING

The Providence School District (“District”), a department of the City of Providence, and independent contractor, [Click here to enter text.](#) (“Consultant” or “[Click here to enter text.](#)”) enter into a contract on [Click here to enter a date.](#) for the provision of consultant services (“Contract”).

1. District agrees to engage Consultant, and Consultant agrees to perform personally, in a manner satisfactory to District, the following services:

[Click here to enter text.](#)

2. Unless discontinued earlier by District, the services are to be performed at [Click here to enter text.](#) [Click here to enter text.](#) [Click here to enter text.](#)
3. District agrees to pay Consultant a fee of [Click here to enter text.](#) **and 00/100 Dollars (\$**[Click here to enter text.](#)**.00)** as compensation for services rendered. Consultant shall not be paid in advance.
4. This Contract shall be in effect from [Click here to enter a date.](#) to [Click here to enter a date.](#) unless terminated by either party at any time, with or without cause. In the event of termination by District or Consultant prior to completion of the Contract, compensation shall be prorated on the basis of hours actually worked, and Consultant shall only be entitled to receive just and equitable compensation for any satisfactory work completed and expenses incurred up to the date of termination.
5. Consultant may not assign this Contract to a third party without the written consent of the District. Consultant must conduct a criminal background check, at the Consultant’s expense, of all employees employed under this contract who interact with students, except District employees. Consultant shall provide a copy of the background check report(s) to the District, upon request.
6. Consultant is not an employee of District and is not entitled to fringe benefits, pension, workers’ compensation, retirement, etc. District shall not deduct Federal income taxes, FICA (Social Security), or any other taxes required to be deducted by an employer, as this is the responsibility of the Consultant.

Consultant understands products produced as a result of this Contract are the sole property of the District and may not be used by Consultant without the express written permission of the District.

7. Consultant agrees to hold District and the City of Providence harmless from any and all damages incurred by District or City by reason of Consultant’s negligence or breach of Contract, including without limitation, damages of every kind and nature, out-of-pocket costs, and legal expenses.

8. This Contract is entire and complete, and no representations or warranties, agreements, or covenants, express or implied, or any kind of character whatsoever have been made by either party hereto to the other, except as in this Contract expressly set forth. This Contract may not be modified or amended in any way except by mutual agreement in writing and signed by each party.
9. This Contract may be executed in two (2) or more counterparts, each of which shall be deemed an original but all of which together shall constitute one (1) and the same instrument. A signature sent via facsimile or e-mail of a .pdf document shall be considered an original signature for purposes of executing this Contract.
10. This Contract has been negotiated and approved by counsel on behalf of all parties hereto and, notwithstanding any rule or maxim of construction to the contrary, any ambiguity or uncertainty will not be construed against any party hereto by reason of the authorship of any of the provisions hereof.
11. The parties hereto expressly submit themselves to and agree that all actions arising out of or related to this agreement or the relationship between the parties hereto shall occur solely in the venue and jurisdiction of the State of Rhode Island.

IN WITNESS WHEREOF, Providence Public School Department and Consultant have executed this Contract, effective the date first herein written.

Providence Public School Department

Superintendent: _____

or

Chief Financial Officer: _____

Date: _____

Consultant: _____

Print name: _____

Date: _____

Social Security/Federal Tax ID Number: _____

Approved as to form and correctness.

Charles A. Ruggerio, Esq.
General Counsel and Deputy City Solicitor

Signature of PPSD Staff Contact

Person: _____

Date of Board Approval: _____
(For contracts of \$5,000 or more)

Print name: _____

Phone Number: _____



PROVIDENCE SCHOOLS
invites applications for the position of:

Teacher - Early Childhood Special Education (SY 22-23)

SALARY: \$45,104.00 - \$85,018.00 Annually

DEPARTMENT: Pleasant View Elementary

OPENING DATE: 03/07/22

CLOSING DATE: 04/21/22 11:44 AM

JOB DESCRIPTION:

Under direction of the school principal and/or appropriate supervisor/ Administrator and Consistent with the Providence Public Schools' vision and mission, the Special Education teacher is to work in partnership with parents, students, and the general education teachers to promote student achievement.

Additionally, Pre-K - Elementary Special Education will:

- The special Education teacher will provide daily instruction based on the RI State Standards, the Providence School Department's District Curriculum, and student's Individualized Education Program (IEP).
- The special educator will implement, develop and case manage their students' services and IEPs in accordance with State and Federal Regulations.

EDUCATION TRAINING AND EXPERIENCE:

BA in applicable field from accredited college or university

RIDE Requirements: ECH PK-2 Sp. Ed. Level

DESCRIPTION OF DUTIES, RESPONSIBILITIES AND CURRICULAR LINKAGES:

- Administer appropriate district curriculum which is aligned with the Rhode Island State Standards;
- Provide specially designed instruction to students with disabilities in various settings aligned to goals and objectives of the students' IEPs;
- Work and teach collaboratively with the general education teachers and para-professionals utilizing the co-teaching model, sharing planning and instructional responsibility for all students;
- Develop and implement Individualized Education Plans for students with disabilities within regulatory timelines;

- Complete quarterly progress reports per RI Regulations and ensure that the goals and objectives of their students' IEPs are implemented;
- Ensure the opportunity for all students to learn in a supportive environment;
- Create and maintain a positive, orderly, and academically focused learning condition in the instructional environment;
- Provide a classroom management/discipline plan ensuring safety at all times;
- Develop and implement behavioral intervention plans as identified by student need;;
- Integrate technology into the instructional program;
- Provide individual and group interventions to students in the Response to Intervention Process;
- Implement scientifically-based instruction to support the unique academic, social, and behavioral needs of students as appropriate;
- Collect, administer and report progress monitoring data for all student goals;
- Adhere to federal, state, and local mandates in special education;
- Schedule and case manage three (3) year re-evaluations for students with disabilities in accordance with state and federal regulations;
- Ensure that students with disabilities receive a free appropriate education in the least restrictive environment;
- Conducts, implements and develops alternate assessments consistent with RIDE regulations
- Proficient in the language of instruction
- Participates in district and school-based professional development activities;
- Maintain a web based portfolio and outcomes data on all of the children assigned to the pre-k class;
- Develop and provide daily, authentic pre-k learning experiences aligned with the RI Early Learning Standards for all students;
- Participate in timely data input services for Medicaid billing, utilize the web-based IEP system, and participate in the time studies for administrative Medicaid claiming as scheduled;
- Collaborate and co-teach with general education teachers to provide access to the general education curriculum in the least restrictive environment;
- Utilize positive behavioral supports as appropriate
- Work professionally with administrators, staff, parents, and community;
- Develop a classroom climate that promotes positive learning conditions
- Ensures that the appropriate accommodations and modifications are being implemented to meet the special needs of their students;
- Provide differentiated, developmentally appropriate pre-k learning experiences aligned with the RI Early Learning Standards;
- Collaborate with general education teachers to monitor student progress;
- Adapts teaching methods and instructional materials to meet students' varying needs and interests;
- Provides and implements appropriate accommodations for all types of formal assessments;
- Participate in other job-related duties and activities related to the position as assigned.
- Performs other duties as assigned.

MINIMUM QUALIFICATIONS STANDARDS:

- Ability to instruct and support students at the Pre-K and elementary level.
- Ability to develop and implement appropriate goals and objectives for each individual student.
- Good communication and human relations skills needed in order to collaborate with classroom teachers, related service providers, students, parents and community agencies.
- Ability to work effectively and cooperatively as a member of the Team of Qualified Professionals and all school teams to implement administrative policies and procedures.
- Demonstrated proficiency with PC-based computer applications, Microsoft Office applications, email, web applications, and industry specific technology.

50 Obadiah Brown Road
Providence, RI 2909
4014569325

Position #1109SPD20000
TEACHER - EARLY CHILDHOOD SPECIAL EDUCATION
(SY 22-23)
JV

Careers@ppsd.org



PROVIDENCE SCHOOLS
invites applications for the position of:

Teacher - HS Special Education (SY 22-23)

SALARY: \$45,104.00 - \$85,018.00 Annually

DEPARTMENT: Central High School

OPENING DATE: 08/19/22

JOB DESCRIPTION:

Under direction of the school principal and/or appropriate supervisor, the special education teacher provides direct instruction, instructional and behavioral support, to students enrolled in any of the following settings:

- Inclusion (providing special education services in the regular education setting)
- Self-Contained (providing special education services outside the regular education setting)
- Hybrid (providing special education services both in and outside the regular education setting)
- And/or any other special education setting.

This teacher works in collaboration with general education teachers.

- Assists in the development of Individual Education Programs (IEP) and behavior plans.
- Implements all district Special Education procedures.

EDUCATION TRAINING AND EXPERIENCE:

BA in applicable field from accredited college or university

RIDE REQUIREMENTS:

Secondary Grades Special Education Teacher, Grades 7-12

DESCRIPTION OF DUTIES, RESPONSIBILITIES AND CURRICULAR LINKAGES:

- Creates an environment that provides for student involvement in the learning process and enables each student to achieve learning objectives.
- Participates in district and school-based professional development activities.
- Plans and conducts activities for a balanced program of instruction, demonstration and work time that provides students with opportunities to learn, observe, question, and investigate. *Instructs students individually and in groups using various teaching methods such as lectures, discussions and demonstrations.
- Adapts teaching methods and instructional materials to meet students' varying needs and interests
- Knowledgeable in the use and implementation of assistive technology

- Takes all necessary safety precautions to protect students, equipment, materials and facilities.
- Develops and maintains positive and cooperative interactions and communications with parents, colleagues and community.
- Monitors and assesses student progress and adjusts student instruction accordingly.
- Makes recommendations about appropriate accommodations for all types of formal assessments
- Makes recommendations to mainstream staff about the types of accommodations, adaptations, special resources, courses, classes, and classroom adjustments that are appropriate for each special education student
- Develops IEPs in accordance with state and federal regulations
- Creates and implements behavior intervention plans needed to achieve a positive learning environment
- Consistently implements the classroom behavior management point/level system
- Maintains data to support the effectiveness of intervention techniques
- Works to develop individual and classroom interventions
- Documents incident reports relating to crisis/time out/restraint
- Schedules three year re-evaluations for students with disabilities in accordance with state and federal regulations

MINIMUM QUALIFICATIONS STANDARDS:

- Ability to instruct and support students at the middle and high school level; ability to develop and implement appropriate goals and objectives for each individual student.
- Good communication and human relations skills needed in order to collaborate with classroom teachers, related service providers, students, parents and community agencies, ability to work effectively and cooperatively as a member of the Team of Qualified Professionals and other school teams to implement administrative policies and procedures.
- Demonstrated proficiency with PC-based computer applications, Microsoft Office applications, email, web applications, and industry specific technology.
- You must complete the new hire compliance training prior to your first day of employment
- Bilingual Preferred
- Selected candidate will be required to pass a pre-employment criminal history background check. Selected candidates cannot begin work until passing their background check.

70 Fricker Street
Providence, RI 2903
4014569111

Position #6011SPD70000
TEACHER - HS SPECIAL EDUCATION (SY 22-23)
KL

Careers@ppsd.org



PROVIDENCE SCHOOLS
invites applications for the position of:

Teacher - MS Special Education (SY 22-23)

SALARY: \$45,104.00 - \$85,018.00 Annually

DEPARTMENT: Esek Hopkins Middle School

OPENING DATE: 07/16/22

JOB DESCRIPTION:

Under direction of the school principal and/or appropriate supervisor, the special education teacher provides direct instruction, instructional and behavioral support, to students enrolled in any of the following settings:

- Inclusion (providing special education services in the regular education setting)
- Self-Contained (providing special education services outside the regular education setting)
- Hybrid (providing special education services both in and outside the regular education setting)
- And/or any other special education setting.

This teacher works in collaboration with general education teachers.

- Assists in the development of Individual Education Programs (IEP) and behavior plans.
- Implements all district Special Education procedures.

EDUCATION TRAINING AND EXPERIENCE:

BA in applicable field from accredited college or university

RIDE REQUIREMENTS:

Mid. Sp. Ed. 5-8

or

Elem./Mid. Sp. Ed. K-8

or

Sec. Grades Sp. Ed. Teacher, Gr. 7-12 with Any Sec. Content

or

Mid./Sec. Sp. Ed. 7-12

ESL Preferred

DESCRIPTION OF DUTIES, RESPONSIBILITIES AND CURRICULAR LINKAGES:

- Creates an environment that provides for student involvement in the learning process and enables each student to achieve learning objectives.
- Participates in district and school-based professional development activities.
- Plans and conducts activities for a balanced program of instruction, demonstration and work time that provides students with opportunities to learn, observe, question, and investigate. *Instructs students individually and in groups using various teaching methods such as lectures, discussions and demonstrations.
- Adapts teaching methods and instructional materials to meet students' varying needs and interests
- Knowledgeable in the use and implementation of assistive technology
- Takes all necessary safety precautions to protect students, equipment, materials and facilities.
- Develops and maintains positive and cooperative interactions and communications with parents, colleagues and community.
- Monitors and assesses student progress and adjusts student instruction accordingly.
- Makes recommendations about appropriate accommodations for all types of formal assessments
- Makes recommendations to mainstream staff about the types of accommodations, adaptations, special resources, courses, classes, and classroom adjustments that are appropriate for each special education student
- Develops IEPs in accordance with state and federal regulations
- Creates and implements behavior intervention plans needed to achieve a positive learning environment
- Consistently implements the classroom behavior management point/level system
- Maintains data to support the effectiveness of intervention techniques
- Works to develop individual and classroom interventions
- Documents incident reports relating to crisis/time out/restraint
- Schedules three year re-evaluations for students with disabilities in accordance with state and federal regulations

MINIMUM QUALIFICATIONS STANDARDS:

- Ability to instruct and support students at the middle and high school level; ability to develop and implement appropriate goals and objectives for each individual student.
- Good communication and human relations skills needed in order to collaborate with classroom teachers, related service providers, students, parents and community agencies, ability to work effectively and cooperatively as a member of the Team of Qualified Professionals and other school teams to implement administrative policies and procedures.
- Demonstrated proficiency with PC-based computer applications, Microsoft Office applications, email, web applications, and industry specific technology.
- You must complete the new hire compliance training prior to your first day of employment
- Bilingual Preferred
- Selected candidate will be required to pass a pre-employment criminal history background check. Selected candidates cannot begin work until passing their background check.

480 Charles Street
Providence, RI 2904
4014569203

Position #4410SPH10000
TEACHER - MS SPECIAL EDUCATION (SY 22-23)
KL

Careers@ppsd.org

Openings as of 8/26/2022***Elem. Sp.Ed. Deaf & Hard of Hearing***

JobID: 1051

Position Type:

Elementary School Teaching/Special Education

0

[Email To A Friend](#)[Print Version](#)**Date Posted:**

4/23/2019

Location:

Admin Special Education

Closing Date:

04/30/2019

School/Location

District - Sp. Ed. Office will assign

Job Description

(Contingent upon funding) - CBH (Phase V) position - full-time permanent teaching position beginning at the start of the 2019/20 school year.

Resume and cover letter required.

Individual will provide direct, intensive, services to deaf and hard of hearing students, particularly in the areas of language skills: listening comprehension, auditory training, speech, speech reading, vocabulary, reading, and written expression; works closely with school staff toward successful mainstreaming of deaf and hard of hearing students to the greatest extent appropriate.

Roles & Responsibilities

- Provide direct service to students with hearing loss.
- Provide consultative services to the classroom teachers of children with hearing loss.
- Monitor student progress.
- Assist in the development of individualized education plans.
- Develop a coordinated team effort for service delivery encompassing program staff, district staff, parents and students.
- Work collaboratively with building staff and parents to monitor the impact the hearing loss may have on the student's educational progress.
- Provide consultation and intervention strategies to staff members and parents of specific students.
- Pre-teach, reinforce and/or reteach content area vocabulary and concepts where language deficiencies hinder understanding.
- Provide opportunities to develop student's auditory and speech reading skills.

- Observe students in the classroom to evaluate attending skills, coping/repair strategies, use of residual hearing and effectiveness of hearing equipment.
- Support, interpret, and implement Board policies, administrative regulations and directives.
- Coordinate and provide programs for services to Deaf/Hard of Hearing (D/HH) students.
- Provide in-service training to administrators, support staff, teachers and parents regarding the characteristics and educational implications of a hearing loss.
- Assist in child find and identification of services, attending all IEP meetings and evaluation team meetings as necessary.
- Assist with planning and initiating new program offerings to staff, D/HH students and their hearing peers.
- Prepare and provide program requests for the purchase of recommended supplies, materials, equipment and services.
- Perform any duties that may be assigned by supervisor.
- Collaborate with other providers (i.e. Audiologists) around specific needs for individual students.
- Assist in the assessment and acquisition of FM equipment.
- Instruct student s and staff on the use and care of hearing aids and hearing equipment.
- Troubleshoot personal hearing equipment and classroom FM systems as needed.

Salary Rate Range

Teacher Salary Scale

RIDE Requirements

Teacher of the Deaf/Hard of Hearing - Birth - Grade 12 - Special Education, with experience in deaf education

ESL Preferred

Minimum Qualifications

Bachelor's degree from an accredited college or university, with specialization in Deaf Education. Experience working with students who use hearing aids, cochlear implants and other assistive devices to access spoken language.

Experience using the auditory-oral or auditory-verbal approach to teaching deaf and hard of hearing students.

Sign language fluency preferred

Rhode Island Learning and Development Standards Training preferred

You must complete the new hire compliance training prior to your first day of employment

FMLA regulations require all employers to post the [updated FMLA notice](#).

Powered by applicant tracking, a product of Frontline Education.



PROVIDENCE SCHOOLS
invites applications for the position of:

Summer - ESY Program - Vision Teacher Compensatory Services

SALARY:	\$244.30 - \$460.50 Daily
DEPARTMENT:	Admin Special Education
OPENING DATE:	05/11/22
CLOSING DATE:	05/24/22 07:26 PM
JOB DESCRIPTION:	

Location: Carnevale/DelSesto (13 days includes prep and data day)

Vision Teacher Summer Special Educator for compensatory and regular services

Vision Teacher Compensatory Services (1 position)

ESY Prep/Data June 29, 2022, June 30, 2022, August 1, 2022

July 5, 2022-July 29, 2022 (8:30 am – 2:30 pm)

(½ hour lunch and ½ hour unassigned period)

Contingent upon enrollment and funding

Under direction of the school principal and/or appropriate supervisor, the Teacher of the Blind and Visually Impaired will provide services to students currently enrolled in 180-day Special Education classes who require vision services, consistent with the Extended School Year (ESY) services component for students' Individual Educational Program (IEP) as well as students owed compensatory services.

Contractual Rate (Contingent upon funding)

EDUCATION TRAINING AND EXPERIENCE:

RIDE Requirements

All Grades Sp. Ed. - Visually Impaired Teacher PK-12

ESL Preferred

DESCRIPTION OF DUTIES, RESPONSIBILITIES AND CURRICULAR LINKAGES:

- Provide direct physical and/or virtual therapy services to students consistent with IEP requirements and those needing compensatory services
- Provide consultation to classroom teachers and staff as needed and required by IEPs
- Provide written reports on services provided and/or progress notes as required by the special education office
- Willingness to work with families of walk-in students on carry-over activities for the home setting and scheduling of therapy sessions
- Willingness to complete home instruction for vision services (if in person)
- Documentation of services for Medicaid purposes
- Any/all duties that may be assigned by the Director of Special Education

MINIMUM QUALIFICATIONS STANDARDS:

- Implement school to home strategies to maintain consistent attendance at Compensatory Services
- Completes documentation of progress as it relates to IEP goals and objectives.
- Completes any/all duties assigned by the Special Populations Administrators.
- Monitor daily student attendance for services
- Collect regular service and compensatory data both as written documentation and also input into web-based programs.
- Must commit to work all days of compensatory services program.

797 Westminster Street
Providence, RI 2903
4014569100

Position #01102
SUMMER - ESY PROGRAM - VISION TEACHER
COMPENSATORY SERVICES
KL

Careers@ppsd.org
