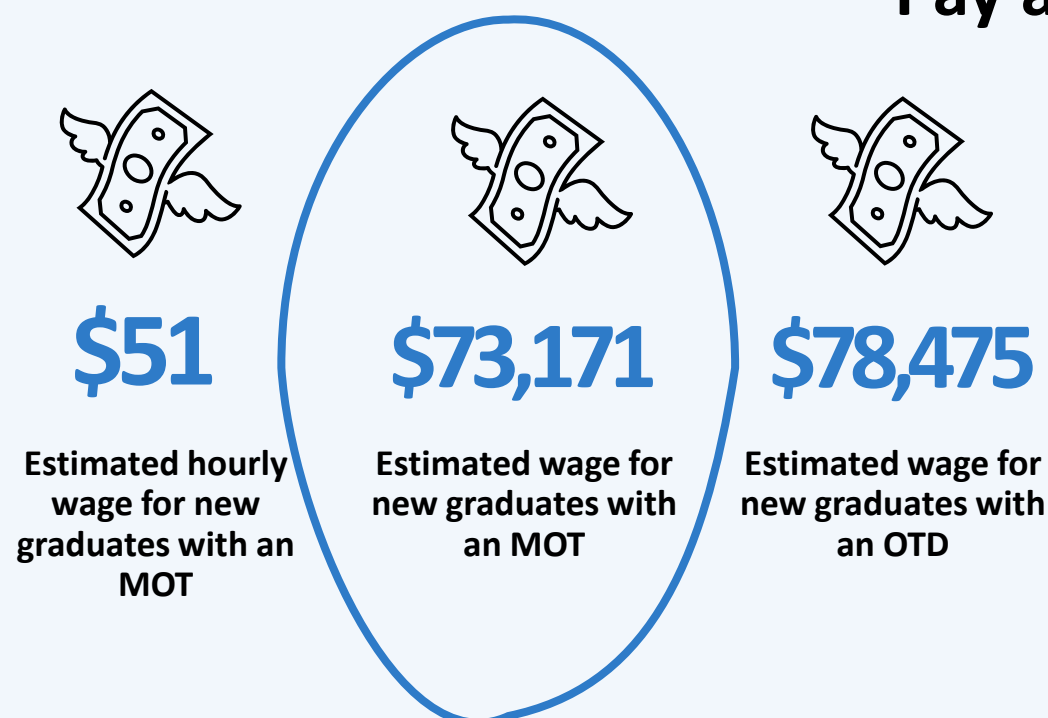


COME WORK
WITH US!

Job Opening: South Kitsap School District

Hello! We're the OT team at South Kitsap School District. We're committed to an educationally holistic model of OT, emphasizing universal design for learning, inclusion and independence and are looking for additional team members for the 2024-2025 school year!

Pay and benefits:



2,000

Average salary increase
per year

70+

Vacation days off!

More information:

Attached to this flyer is:

- More pay details
- Reasons to work as a school-based OT!
- Details on our mentorship program
- The academic calendar for next year (so you can get started planning your summer, winter, and spring vacations)
- Ways to contact us with more questions
- Use the QR code below to see the posting, or go to www.skschools.org



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understanding of individual employees and should not be considered advice, promises, or a contract. Conduct further research and consult with the hiring professionals at SKSD for more information. While efforts

have been made to ensure the accuracy of the information presented, we cannot guarantee its completeness or reliability.

Link to the job posting. Use QR code or the following link:

<https://southkitsapschooldistrict.tedk12.com/hire/ViewJob.aspx?JobID=6327>

COME WORK WITH US!

Estimating your pay:

Most new grads usually start around here depending on if they have an MA or OTD. The "90" stands for 90 additional credits on top of your MA degree.

Years of experience in schools:

APPENDIX B – SKEA 2023-24 Salary Schedule

	BA	BA+90	MA	MA+90
0	\$60,966	\$64,970	\$67,836	\$72,986
1	\$62,797	\$67,261	\$70,125	\$75,276
2	\$64,629	\$69,551	\$72,416	\$77,566
3	\$66,461	\$71,841	\$74,706	\$79,857
4	\$68,294	\$74,131	\$76,996	\$82,147
5	\$70,125	\$76,422	\$79,287	\$84,437
6	\$71,958	\$78,712	\$81,577	\$86,728
7	\$73,790	\$81,002	\$83,867	\$89,018
8	\$75,622	\$83,292	\$86,158	\$91,308
9	\$77,454	\$85,582	\$88,448	\$93,599
10	\$79,287	\$87,872	\$90,737	\$95,888
11	\$81,119	\$90,163	\$93,028	\$98,178
12	\$82,950	\$92,453	\$95,318	\$100,469
13	\$84,782	\$94,743	\$97,608	\$102,758
14	\$86,616	\$97,034	\$99,899	\$105,049
15	\$88,448	\$99,324	\$102,189	\$107,340
16	\$90,280	\$101,614	\$104,479	\$124,746
17	\$92,111	\$103,905	\$106,769	\$124,746
18	\$93,944	\$106,193	\$109,060	\$124,746
19	\$95,775	\$109,629	\$111,350	\$124,746
20	\$97,608	\$124,746	\$124,746	\$124,746
25	\$124,746	\$124,746	\$124,746	\$124,746

9.3.10 SLP, OT/PT, Psychologist, and Nurse National Certification. SLPs, School Psychologists (), OTs, and PTs who hold the national certification(s) below shall receive a salary bonus from the District of \$3,300 (increasing to \$3,500 beginning in the 2025-26 school year) in the November payroll.

When estimating your salary make sure to add a \$3,300 bonus if you are NBCOT certified and at least 3% for inflation to the number on the chart

9.1.1 Employee Salary Schedule. The salary schedule for the 2023-24 school year is included in Appendix B, and reflects an increase of 4.7% inclusive of the state's inflationary adjustment factor. For the 2024-25 and 2025-26 school years, each cell on the salary schedule shall be increased by the state's inflationary adjustment factor included in the state budget, if any, for certificated instructional staff (e.g., the implicit price deflator (IPD)) or 3%, whichever is greater.

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COME WORK
WITH US!

What's our favorite thing about our job?

"Summers off – I love to travel!"

"We can serve kids no matter how much money and resources their parents have. Insurance doesn't matter."

"The school schedule is very family friendly."

"We provide therapy in a highly naturalistic setting. I don't have to just hope that what I do in a clinic will carry over – I get to practice OT in the setting that it will be used, and I get to monitor to make sure it's helpful."



"It's good to be able to predict my salary going forward – we're represented by a union."

"Schools have great benefits, which helped a lot when I had a kid."

"The team – I love the South Kitsap group of OTs."



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1st Year Mentorship Rubric

Mentoring program for new OTs and COTAs

COTAs	OT	Week 1 (Before start of school)
		Introduction to School-Based OT Practice:
<input type="checkbox"/>	<input type="checkbox"/>	Role and Responsibilities: <ul style="list-style-type: none"> Explain the specific duties of school-based OTs and COTAs, including collaboration with teachers, parents, and other professionals. <ul style="list-style-type: none"> CST / MDT meetings Staff meetings How do the roles of COTAs and OTs differ? What are the supervisory responsibilities of OTs and how should it be documented? What are the responsibilities of COTAs in terms of paperwork, including daily notes, tracking minutes, and progress notes?
<input type="checkbox"/>	<input type="checkbox"/>	Legal and Ethical Considerations: <ul style="list-style-type: none"> Explore FERPA (Family Educational Rights and Privacy Act) and HIPAA (Health Insurance Portability and Accountability Act) regulations. Discuss confidentiality and consent. What are the laws governing special education? How can you access them? Use of AI in documentation
<input type="checkbox"/>	<input type="checkbox"/>	OT and MTSS <ul style="list-style-type: none"> Introduction to the concept of MTSS. <ul style="list-style-type: none"> Describe the three tiers (universal, targeted, and intensive) MTSS. Emphasize the OT's and COTA's unique position to contribute at all levels. Explain how these models address both academic and non-academic aspects of student well-being. Explain the role of workload model in promoting MTSS structure
	<input type="checkbox"/>	Accessing Paperwork: evaluations and IEPs: <ul style="list-style-type: none"> How to review existing evaluations <ul style="list-style-type: none"> Where is OT located? Where is consent located? How to review existing IEPs. <ul style="list-style-type: none"> Present levels of performance Services matrix Accommodations area How to review transfer IEPs
<input type="checkbox"/>	<input type="checkbox"/>	Our Scope of Practice as OT practitioners: <ul style="list-style-type: none"> How does the traditional "fine motor" lens of OT differ from how we do it in South Kitsap? Which is supported by IDEA and the WACs?
		<ul style="list-style-type: none"> Discuss the importance of promoting student participation and independence. Discuss the value of the workload model and how to demonstrate continued value IDEA Framework: <ul style="list-style-type: none"> Explore IDEA's definition of OT: <ul style="list-style-type: none"> Promoting functional independence in daily activities. Enhancing participation in educational settings. Addressing barriers to learning and engagement. Holistic Perspective: Discuss the interconnectedness of physical, cognitive, emotional, and social aspects. Emphasize the role of OT in supporting the whole child in accessing their education.
<input type="checkbox"/>	<input type="checkbox"/>	Set up treatment / office space <ul style="list-style-type: none"> Making boundaries around staff use of space: how to be a resource while protecting your ability to use the space yourself. Introducing yourself to other members of the school community: importance of relationships in implementing holistic, multi-tiered OT.

Week 2-3 (First two weeks of school before services start)	
Caseload Management:	
Caseload: <ul style="list-style-type: none"> How to use IEPO to find who at your school has OT services, and what sort of services they have (concurrent, nonconcurrent, consult, direct, etc) How to print out "IEPs at a glance" How to organize workbooks: <i>the goal is to have a folder for each student with their work sample</i> Identifying student Creating your schedule <ul style="list-style-type: none"> Important impact but 	Weeks 4-5 (First Weeks of Services) Service Provision & Evaluations
Files <ul style="list-style-type: none"> Sending files to o Accessing last ye Creating new files 	Session Notes: Provide templates for session notes. Emphasize concise, objective documentation based on students' goals. For COTAs: Discuss various modes of session notes, ie. paper vs. computer entry, and how it can vary for each location.
Writing IEPs: <ul style="list-style-type: none"> What is your scho we make sure yo Writing present le Goal Writing 	Observe mentor conducting treatment sessions <ul style="list-style-type: none"> What "counts" as minutes? What does not count?
<ul style="list-style-type: none"> Does ever related set What are t we work to OT goals : 	Therapeutic Strategies: <ul style="list-style-type: none"> Teach evidence-based interventions for various areas, focusing on greatest barriers to education, particularly those without current solutions. Activity Adaptations: <ul style="list-style-type: none"> Demonstrate how to modify classroom activities to support students with diverse needs. Co-treat with teachers during classroom sessions. Progress Monitoring: <ul style="list-style-type: none"> Explain the process of tracking student progress. Discuss data collection methods (e.g., frequency counts, rubrics).
<ul style="list-style-type: none"> Assessing service Interpreting Ass 	Observe mentor in IEP meeting

Weeks 8-10 (First Trimester of Services)	
Implementing MTSS and Checking Understanding	
Tier 1 Strategies: Universal Support Professional Development: <ul style="list-style-type: none"> Attend trainings, conferences, and webinars related to RTI and MTSS. Lead inservices for school staff (paraeducators / gen ed teachers / sped teachers). Inservice can be at your school or it can be offered district-wide during <u>convergence week</u>. Classroom Collaboration: <ul style="list-style-type: none"> Support teachers with UDL equipment / strategies for whole-classroom success 	es feedback ng to first IEP, attending ing first evaluation.
Tier 2 Strategies: Targeted Interventions: Small Group Interventions: <ul style="list-style-type: none"> Collaborate with teachers to identify students who need additional support. Implement evidence-based interventions to support their access to education Progress Monitoring: <ul style="list-style-type: none"> Use data to track student progress. Adjust interventions as needed. 	
Tier 3 Strategies: Intensive Support: Individualized Plans: <ul style="list-style-type: none"> Work closely with non-sped students who require intensive interventions. Develop individualized behavior plans, sensory diets, or motor skill programs. Collaboration with Special Education Team: <ul style="list-style-type: none"> Participate in IEP meetings for a student without OT services 	
Writing Progress Notes <ul style="list-style-type: none"> When are they due? How is this done? 	
<ul style="list-style-type: none"> What goals should we report on? What is OT vs COTA responsibility? 	

Conference week check-in <ul style="list-style-type: none"> Mentor audits <ul style="list-style-type: none"> tx notes, minutes completed Evaluations (OT only) IEPs (OT only) IEP contributions (COTA only) Reflective Practice: <ul style="list-style-type: none"> Encourage self-reflection on strengths and areas for growth. Set personal goals for rest of school year Set professional development goals for the rest of the school year – are there specific areas you would like to organize training in, for yourself or for the team? How can the OT team continue to support mentee? Mentor and mentee discuss mentorship progress – make changes as needed
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Academic Calendar 24-25

SOUTH KITSAP SCHOOL DISTRICT		2024 - 2025 Academic Calendar	
YELLOW	First and Last Day of School	BLUE	No School for Students
GREEN	½ Day Early Release	GREY	Late Start (45 minutes) for Collaboration

August 2024						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

September 2024						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

October 2024						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

November 2024						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

December 2024						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

January 2025						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

February 2025						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

March 2025						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

April 2025						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

May 2025						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

June 2025						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

Important Dates	
August 19-21	Kindergarten Jumpstart
August 27	First Day of School Grade 1-12
August 27-29	Kindergarten Orientation Meetings
August 30	No School for Students
September 2	Labor Day
September 3-6	Kindergarten ½ days (see note)
September 10	First Day of Developmental Preschool
September 11	First Late Start Wednesday (45 minutes late for staff collaboration)
October 11	½ Day Early Release K-12
October 14	Non-Student Day for Indigenous Peoples Day
October 21-25	Elementary Conferences, ½ Day Release
October 22-25	Middle School Conferences, ½ Day Release
October 23-25	High School Conferences, ½ Day Release
November 11	Veterans Day Observed – No School
November 27	½ Day Early Release K-12
November 28-29	Thanksgiving Break
December 20	½ Day Early Release K-12
Dec. 23 - Jan. 3	Winter Break
January 20	Martin Luther King Junior Holiday - No School
January 24	Non-Student Day
February 17-21	Mid-Winter Break – No School
March 7	1/2 Day Early Release K-12
April 7-11	Elementary Conferences, ½ Day Release
April 8-11	Middle School Conferences, ½ Day Release
April 10-11	High School Conferences, ½ Day Release
April 14-18	Spring Break
May 26	Memorial Day - No School
June 13	Last Day of School, Early Release
June 19	Juneteenth observance - No School

Slow Start for Kindergarten
 September 3-6 will be a slow start week for kindergarten students with ½ day schedule. Students will attend either in the morning or the afternoon. They will engage in classroom routines and one recess. Students will transition to full days starting on September 9. Details on the ½ day schedule and transportation will be shared from the schools.

*Emergency make up days may be added after the last day of school if necessary.

Still have questions? Contact the team of OTs directly:

Martha van Gelder OTR/L: martha.jane.vangelder@gmail.com or vangelder@skschools.org

Tricia Trujillo OTR/L: trujillo@skschools.org

Darlene Richmond, OTR/L: richmond@skschools.org

April Admundson, COTA: amundson@skschools.org

Sara Gilbert, COTA: gilbert@skschools.org



**COME WORK
WITH US!**

COTA Job Opening: South Kitsap School District

Hello! We're the OT team at South Kitsap School District. We're committed to an educationally holistic model of OT, emphasizing universal design for learning, inclusion and independence and are looking for additional team members for the 2024-2025 school year!

More information:

Attached to this flyer are:

- Reasons to work as a school-based OT!
- Details on our mentorship program
- The academic calendar for next year (so you can get started planning your summer, winter, and spring vacations)
- Ways to contact us with more questions
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