

JOB DESCRIPTION

POSITION TITLE:	Special Programs Assistant Director of the Life Enrichment Education Program (LEEP)
DEPARTMENT & PROGRAM:	Special Programs LEEP
WORK YEAR:	240-day contract 12 months
SALARY PLACEMENT:	Range 13
SUPERVISED BY:	Director of Special Programs
ASSOCIATION:	Non-represented Meet & Confer
FLSA STATUS:	Exempt

GENERAL DESCRIPTION OF THE POSITION:

The Special Programs Assistant Director of LEEP oversees and supports the daily operations of the program designed for students with complex, multiple and significant disabilities. This position works in close collaboration with the department director, school administrators, teachers, support staff and families to ensure the delivery of high-quality, individualized instruction and support services that promote student growth, independence and successful transitions. This role requires a deep understanding of special education law, best practices for students with complex/significant needs and a commitment to fostering a positive and inclusive learning environment.

ESSENTIAL FUNCTIONS:

1. Lead the development of program goals, evaluation strategies and data collection/analyses in collaboration with program staff and the department director.
2. Ensure the delivery of research based instructional practices to meet the diverse needs of students including continuous and sustainable curriculum adoption, implementation of assistive technology and other resources to enhance student learning and independence.
3. Oversee the day-to-day operations of the program, including scheduling, student placement, transportation and resource allocation to ensure a safe, efficient and effective learning environment.
4. Receive student referrals from local school districts, analyze students' needs based upon the ESD Local Service Plan and assist the resident district in appropriate enrollment into the program.
5. Maintain a thorough understanding of compliance and best practices regarding all applicable federal (IDEA), state and local regulations including local board policies, due process procedures and labor contracts.
6. Develop and responsibly manage program budgets and expenditures, ensuring fiscal responsibility, efficient allocation and transparent use of resources.
7. Recruit, assign, supervise/evaluate and support program staff including administrators, teachers, educational assistants and related service providers.
8. Develop collaborative/positive working relationships with staff, parents, component school districts and community partner agencies via regular and effective communication.
9. Maintain accurate and compliant records and data related to students' education files, applicable personnel documents and fiscal records.
10. Advocate for the needs of students in LEEP and promote safe and responsible integration in school and community life.
11. Inform the department director of significant issues that may impact the program, ESD and/or component school districts.
12. Participate in professional development activities to stay current with best practices in special education and related fields.
13. Provide/lead professional development opportunities for program staff on topics related to working with students with complex needs.

ADDITIONAL FUNCTIONS:

1. Follows and supports district and program values, policies, procedures and requirements
2. Works cooperatively and harmoniously with families, co-workers, supervisors, and community partners of diverse backgrounds
3. Maintains professional and technical knowledge by participating in professional development activities
4. Maintains regular communications including checking and replying to work email on a regular daily basis
5. Maintains regular and punctual attendance
6. Performs other duties as may be assigned

The description contained herein reflects general details as necessary to describe the principle functions of this job, the level of knowledge and skill typically required, and the scope of responsibility, but should not be considered an all-inclusive listing of work requirements. Individuals may perform other duties as assigned, including work in other functional areas to cover absences or relief, to equalize peak work periods or otherwise to balance the workload. Employees who hold this position may be asked to perform other duties as assigned.

ESSENTIAL COMPETENCIES:

1. **CULTURAL RESPONSIVENESS:** Actively demonstrates a commitment to supporting equity and inclusion, and serves as an advocate with colleagues, partners, and communities.
2. **ACCOUNTABILITY:** Takes responsibility and ownership for successfully accomplishing work and agency objectives, and delivering results. Sets high standards of shared performance for self and others.
3. **ACCURACY AND ATTENTION TO DETAIL:** Ensures work is thoughtfully completed, accurate, and error-free to the highest degree possible.
4. **PLANNING, ORGANIZATION, AND PRIORITIZATION:** Assesses the work to be performed and considers how it should be organized and accomplished, with appropriate priorities and realistic time parameters.
5. **RECORDKEEPING AND DOCUMENTATION:** Gathers, organizes, and maintains records, following confidential information and security protocols as needed. Accurately documents relevant/essential actions, processes, and practices.
6. **TEAMWORK:** Works collaboratively with others to achieve shared goals and make decisions.
7. **COMMUNICATION:** Maintains a high standard of written and verbal communication skills, and ability to present to diverse audiences, specifically individuals of differing abilities and racially, ethnically, and socioeconomically diverse communities.

MINIMUM QUALIFICATIONS:

1. Master's Degree in Special Education or a related field.
2. Appropriate administrator license as required by Teacher Standards and Practices Commission.
3. Five years of experience working with students with multiple, complex and significant needs in special education settings.
4. Extensive demonstrated knowledge of curriculum development and program design for students with complex disabilities.
5. At least three years of recent successful special education administrative experience in public education with skills sufficient to perform the essential functions.
6. Extensive and deep working knowledge of current state and federal laws, policies, administrative rules and model programs related to implementation of the education goals set forth in IDEA.
7. Demonstrated experience in program administration, supervision and curriculum/instruction development.
8. Excellent communication, interpersonal, and organizational skills.
9. Ability to work collaboratively with a diverse team of professionals.
10. Commitment to fostering a positive and inclusive learning environment for all students.
11. Demonstrated ability to use research, data and best practices to drive decision making.
12. Demonstrated ability to develop sound and cost-effective fiscal plans and manage resources.
13. Proven excellence in interpersonal skills and communication.
14. Demonstrated ability to lead, organize and align resources, and apply system change theory to the provision of services to students with disabilities.
15. Demonstrated skill in prioritizing multiple complex tasks, establishing mission critical goals and managing time to maintain a laser like focus on achievement of goals
16. Demonstrated ability to use judgment in the analysis of facts to determine and prioritize courses of action.
17. Demonstrated ability to compose and produce clear, coherent professional documents.
18. Demonstrated ability to facilitate groups in meetings and workshop settings.
19. Demonstrated ability to work with a team toward common goals.
20. Demonstrated ability to effectively delegate roles and responsibilities to administrative, licensed and classified staff.
21. Written and oral communication skills sufficient to perform essential functions
22. Physical and mental attributes sufficient to perform essential functions

WORKING CONDITIONS:

1. Work environments vary by position and may include offices, schools, outdoors, community, and stakeholder locations
2. Itinerant positions involve travel to multiple sites during day and week throughout the CESD service area, including use of personal vehicle
3. Travel may require use of agency vehicles or public transportation
4. Physical care and support of young children and school age students to support personal care and learning
5. Physical care or delegated medical tasks as designated in medical and emergency protocols prescribed for assigned children
6. Physical intervention as necessary in supporting young children and school age students while responding to challenging behavior
7. Exposure to communicable diseases common in young and school age children
8. Exposure to and use of various materials including wood, paper, cardboard, fabric, foam, glue, paint, latex, rubber gloves, soap, cleaning compounds, and potential food allergens
9. Occasional evenings and weekends may be required for program events

EQUIPMENT USED:

1. Wheelchairs
2. Hoyer lifts
3. Standing Frames
4. Personal Vehicles

PHYSICAL JOB TASK REQUIREMENTS:

The physical requirements checked are essential to successfully performing the duties associated with this position.

- **Light/Medium work.** Lifting 30 pounds' maximum with frequent lifting and/or carrying of objects up to 15-20 lbs; or requires walking or standing to a significant degree. If someone can do light/medium work, we determine that they can also do sedentary work. Even though the weight lifted may be only a negligible amount, a job is in this category when it requires walking or standing to a significant degree or when it involves sitting most of the time with a degree of pushing and pulling of arm and/or leg controls.

Never	Rare / Intermittent	Occasionally	Frequently	Continuously
Not At All	Less than 1 hour or 1- 5% per day	1 – 3 hours per day or 6 – 33% per day	3 – 6 hours per day or 34 – 66% per day	6 – 8 hours per day or 67 – 100% per day

Lifting (X = REQUIRED)										
Lifting students who have physical impairments and are unable to assist. All students regardless of their size and weight are lifted by two people with the total weight of the student not evenly distributed between the two. Students weighing over 50 pounds will be lifted using a mechanical lift.										
01-30 lbs		Never	X	Rare		Occasionally		Frequently		Continuously
	General school supplies, teaching materials, food items, and backpacks									
31-50 lbs		Never	X	Rare		Occasionally		Frequently		Continuously
	Positioning of students in wheelchairs and assisting in the transfer of students.									
> 50 lbs	X	Never		Rare		Occasionally		Frequently		Continuously

Employee may need to: (X = REQUIRED)										
Bend		Never		Rare	X	Occasionally		Frequently		Continuously
Climb		Never		Rare	X	Occasionally		Frequently		Continuously
Crawl		Never		Rare	X	Occasionally		Frequently		Continuously
Drive		Never		Rare		Occasionally	X	Frequently		Continuously
Kneel		Never		Rare	X	Occasionally		Frequently		Continuously
Reach (above shoulder)		Never		Rare	X	Occasionally		Frequently		Continuously
Reach (forward)		Never		Rare	X	Occasionally		Frequently		Continuously
Sit		Never		Rare		Occasionally	X	Frequently		Continuously



Squat		Never		Rare	<input checked="" type="checkbox"/>	Occasionally		Frequently		Continuously
Stand		Never		Rare		Occasionally	<input checked="" type="checkbox"/>	Frequently		Continuously
Twist		Never		Rare	<input checked="" type="checkbox"/>	Occasionally		Frequently		Continuously
Walk		Never		Rare		Occasionally	<input checked="" type="checkbox"/>	Frequently		Continuously
Run		Never		Rare	<input checked="" type="checkbox"/>	Occasionally		Frequently		Continuously
Stairs		Never		Rare	<input checked="" type="checkbox"/>	Occasionally		Frequently		Continuously
Lying Down		Never	<input checked="" type="checkbox"/>	Rare		Occasionally		Frequently		Continuously
Hands may be used for: (X = REQUIRED)										
Grasping		Never		Rare	<input checked="" type="checkbox"/>	Occasionally		Frequently		Continuously
Pinching		Never	<input checked="" type="checkbox"/>	Rare		Occasionally		Frequently		Continuously
Finger Manipulation		Never		Rare	<input checked="" type="checkbox"/>	Occasionally		Frequently		Continuously
Wrists may be used for: (X = REQUIRED)										
Twisting/Turning		Never	<input checked="" type="checkbox"/>	Rare		Occasionally		Frequently		Continuously
Pushing/Pulling: (X = REQUIRED)										
01-30 lbs		Never	<input checked="" type="checkbox"/>	Rare		Occasionally		Frequently		Continuously
31-50 lbs		Never	<input checked="" type="checkbox"/>	Rare		Occasionally		Frequently		Continuously
> 50 lbs	<input checked="" type="checkbox"/>	Never		Rare		Occasionally		Frequently		Continuously
Carrying: (X = REQUIRED)										
01-30 lbs		Never	<input checked="" type="checkbox"/>	Rare		Occasionally		Frequently		Continuously
Description	Objects carried, for a maximum distance of 30 feet, include school supplies, teaching materials, and food items.									
31-50 lbs		Never	<input checked="" type="checkbox"/>	Rare		Occasionally		Frequently		Continuously
Description	Carrying of children (who are injured or in distress), for a max of 10 feet.									
> 50 lbs	<input checked="" type="checkbox"/>	Never		Rare		Occasionally		Frequently		Continuously

Description											
Environment Exposures (X = REQUIRED)											
Chemical Contact		Never	<input checked="" type="checkbox"/>	Rare		Occasionally		Frequently		Continuously	
Moving Objects		Never	<input checked="" type="checkbox"/>	Rare		Occasionally		Frequently		Continuously	
Noise		Never		Rare	<input checked="" type="checkbox"/>	Occasionally		Frequently		Continuously	
Safety Equipment		Never	<input checked="" type="checkbox"/>	Rare		Occasionally		Frequently		Continuously	
Wetness		Never	<input checked="" type="checkbox"/>	Rare		Occasionally		Frequently		Continuously	

MENTAL JOB TASK REQUIREMENTS:

The mental functions checked are essential to successfully performing the duties associated with this position.

X = Requirement | ☐ = Not Required

REASONING ABILITY:

- ☒ Complete routine, repetitive tasks with simple instructions
- ☒ Follow detailed instructions that require few changes
- ☒ Follow detailed procedures with several potential variables
- ☒ Accurately interpret behaviors and nonverbal communication and act on decisions
- ☒ Demonstrate logical or deductive thinking
- ☒ Provide creative, innovative solutions to job problems

CALCULATIONS:

- ☒ Perform simple copying, addition, counting, subtraction
- ☒ Perform multiplication and division
- ☐ Understand the metric system and conversions
- ☒ Manipulate fractions, decimals, and percentages
- ☒ Understand and use statistics
- ☒ Understand and use charts and graphs
- ☐ Understand and use advanced mathematics
- ☐ Understand the theoretical application of statistics and complex math

LANGUAGE:

- ☒ Read and understand product labels, policies written at the 10th grade level
- ☒ Follow verbal or demonstrated instructions
- ☒ Explain simple directions, copy data from one form to another
- ☒ Complete form letters or answer routine correspondence
- ☒ Compose correspondence independently
- ☒ Read and interpret complex technical material
- ☐ Speak and understand a second language
- ☒ Prepare complex reports and documents
- ☒ Speak with individuals and small groups in an articulate manner
- ☒ Speak at meetings and before groups in an articulate manner using prepared materials and on a spontaneous basis

By signing below, I indicate that:

1. I have been given the opportunity to thoroughly read the job description above,
2. I understand that I may request accommodation(s) to perform the essential functions of the position, and
3. I can perform the essential functions of this position with or without accommodation.

Print Name: _____

Signature: _____ Date _____

Clackamas Education Service District is proud to be an equal opportunity workplace. We respect and seek to empower each individual and support the diverse cultures, perspectives, skills and experiences within our workforce along with the students and families that we serve.