

## JOB DESCRIPTION

<b>POSITION TITLE:</b>	LEEP Teacher
<b>DEPARTMENT &amp; PROGRAM:</b>	Special Programs
<b>WORK YEAR:</b>	190 Days
<b>SALARY   PLACEMENT:</b>	Licensed Salary Schedule
<b>SUPERVISED BY:</b>	LEEP Coordinator or LEEP Supervisor
<b>ASSOCIATION:</b>	Licensed
<b>FLSA STATUS:</b>	Exempt

### GENERAL DESCRIPTION OF THE POSITION:

The Life Enrichment Education Program (LEEP) Teacher designs and instructs lessons following a CESD/LEEP approved teaching framework that provides students with complex disabilities the opportunity to engage in authentic structured activities that support the ability to access learning in the classroom, school building, and community. Lessons target the development of communication, behavior regulation, literacy, adaptive living and leisure skills. The activities are designed to teach students with significant communication, behavior, and motor challenges that severely impede their educational progress. The teacher collaborates with Administration in creating the content of the program's professional development. The teacher coaches the classroom educational assistants and behavior coaches in implementing the lesson plans that are modeled during instruction. The teacher facilitates the development of a highly integrated related service team who collaboratively builds a classroom plan of instruction.

### ESSENTIAL FUNCTIONS:

#### Planning and Preparation

1. Informs the further development of program needs in collaboration with other related service members to create a highly skilled and comprehensive integrated model of service
2. Informs the development of a differentiated system of Professional Development (MTSS) to assist families and caregivers, educators, community and district partners, to meet the education and inclusion of students with complex disabilities
3. Writes each student's rigorous individual education program (IEP) that includes important learning outcomes that are differentiated and aligned with the age/developmental/grade level curriculum
4. Coordinates the knowledge of content, students, and resources to design a series of differentiated instructional strategies and learning activities that are aligned with educational outcomes

#### Learning Environment

1. Informs and facilitates the learning environment following the principals of Universal Design for Learning (UDL)
2. Develops a classroom environment that is safe and inviting characterized by high levels of student engagement and a culture in which everyone shares a belief in the importance of learning.
3. Plans for the operation of classroom routines and procedures that include following a robust schedule for learning, transitions and handling of materials, holding each student to the highest level of supported independence.

#### Instruction

1. Models, coaches, and problem solves responding to classroom needs to ensure a robust educational model is implemented daily with the safety of staff, students, and building partners at the forefront
2. Utilizes knowledge of content standards, effective teaching practices and professional teaching standards to write, model, and provide instructional coaching for lesson plans that guide large, small groups and individual specially designed instruction for students with complex disabilities
3. Performs assessments to help determine strategy (diagnostic), inform and adjust the strategy (formative), determine the level of learning (interim), and review performance (summative)
4. Informs and facilitates the implementation of student plans written by related service specialists that include communication, behavior, motor, sensory, feeding, medical, and plan for independence in all learning environments and with all providers.

#### Professional Responsibilities

1. Develops and maintains a data system that informs the development of appropriate IEPs that include data, data driven decision making, measurable and achievable goals, and the implementation of those goals

2. Represents the CESD LEEP program through modeling a collaborative culture and climate, works effectively in a team and presents excellent written and verbal communication skills with all stakeholders
3. Shows professionalism by assuming a leadership role in ensuring that instructional practices and procedures are implemented with fidelity, displays the highest standards of ethical conduct, and takes a leadership role in seeing that colleagues comply with school, district, state, and federal regulations

**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:** Supports an inclusive work and learning environment for children, colleagues, business partners, and community members, where applicable; and actively demonstrates a commitment to provide equitable services to all communities CESD serves.
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. Current Oregon teaching license with a special education endorsement and authorization or ability to obtain the license and/or endorsement within one calendar year after hire date
2. Ability to acquire and maintain all safety certifications including crisis intervention and physical management certification approved by CESD
3. Working knowledge of Individuals with Disabilities Education Act and the Oregon Department of Education Guidance for Special Education Services

**PREFERRED QUALIFICATIONS:**

1. Demonstrate ability to facilitate meetings
2. Demonstrate classroom management and instructional coaching experience
3. 3 years experience in teaching students with complex disabilities in a public-school setting
4. Experience with AT/AAC systems
5. Valid driver's license
6. Reliable Vehicle

**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.

- ☒ **Medium work.** Medium work involves lifting no more than 50 pounds at a time with frequent lifting or carrying of objects weighing up to 25 pounds. If someone can do medium work, we determine that they can also do sedentary and light work.

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		Rare		Occasionally	X	Frequently		Continuously
	General school supplies, teaching materials, food items, and backpacks									
31-50 lbs		Never		Rare	X	Occasionally		Frequently		Continuously
	Positioning of students in wheelchairs and assisting in the transfer of students.									
> 50 lbs		Never	X	Rare		Occasionally		Frequently		Continuously

Employee may need to: (X = REQUIRED)										
Bend		Never		Rare		Occasionally	X	Frequently		Continuously



Climb		Never		Rare		Occasionally	<input checked="" type="checkbox"/>	Frequently		Continuously
Crawl		Never		Rare	<input checked="" type="checkbox"/>	Occasionally		Frequently		Continuously
Drive		Never		Rare	<input checked="" type="checkbox"/>	Occasionally		Frequently		Continuously
Kneel		Never		Rare		Occasionally	<input checked="" type="checkbox"/>	Frequently		Continuously
Reach (above shoulder)		Never		Rare		Occasionally	<input checked="" type="checkbox"/>	Frequently		Continuously
Reach (forward)		Never		Rare		Occasionally	<input checked="" type="checkbox"/>	Frequently		Continuously
Sit		Never		Rare	<input checked="" type="checkbox"/>	Occasionally		Frequently		Continuously
Squat		Never		Rare		Occasionally	<input checked="" type="checkbox"/>	Frequently		Continuously
Stand		Never		Rare		Occasionally	<input checked="" type="checkbox"/>	Frequently		Continuously
Twist		Never		Rare		Occasionally	<input checked="" type="checkbox"/>	Frequently		Continuously
Walk		Never		Rare		Occasionally	<input checked="" type="checkbox"/>	Frequently		Continuously
Run		Never		Rare		Occasionally	<input checked="" type="checkbox"/>	Frequently		Continuously
Stairs		Never		Rare		Occasionally	<input checked="" type="checkbox"/>	Frequently		Continuously
Lying Down		Never	<input checked="" type="checkbox"/>	Rare		Occasionally		Frequently		Continuously
<b>Hands may be used for: (X = REQUIRED)</b>										
Grasping		Never		Rare		Occasionally	<input checked="" type="checkbox"/>	Frequently		Continuously
Pinching		Never		Rare		Occasionally	<input checked="" type="checkbox"/>	Frequently		Continuously
Finger Manipulation		Never		Rare		Occasionally	<input checked="" type="checkbox"/>	Frequently		Continuously
<b>Wrists may be used for: (X = REQUIRED)</b>										
Twisting/Turning		Never		Rare		Occasionally	<input checked="" type="checkbox"/>	Frequently		Continuously
<b>Pushing/Pulling: (X = REQUIRED)</b>										
01-30 lbs		Never		Rare		Occasionally	<input checked="" type="checkbox"/>	Frequently		Continuously
31-50 lbs		Never		Rare	<input checked="" type="checkbox"/>	Occasionally		Frequently		Continuously
> 50 lbs		Never	<input checked="" type="checkbox"/>	Rare		Occasionally		Frequently		Continuously

Carrying: (X = REQUIRED)										
01-30 lbs		Never		Rare		Occasionally	<input checked="" type="checkbox"/>	Frequently		Continuously
Description	Objects carried, for a maximum distance of 30 feet, include school supplies, teaching materials, and food items.									
31-50 lbs		Never		Rare	<input checked="" type="checkbox"/>	Occasionally		Frequently		Continuously
Description	Carrying of children (who are injured or in distress), for a max of 10 feet.									
> 50 lbs		Never	<input checked="" type="checkbox"/>	Rare		Occasionally		Frequently		Continuously
Description	All students regardless of their size and weight are lifted by two people. Students weighing over 50 pounds will be lifted using a mechanical lift.									
Environment Exposures (X = REQUIRED)										
Chemical Contact		Never	<input checked="" type="checkbox"/>	Rare		Occasionally		Frequently		Continuously
Moving Objects		Never		Rare		Occasionally	<input checked="" type="checkbox"/>	Frequently		Continuously
Noise		Never		Rare		Occasionally	<input checked="" type="checkbox"/>	Frequently		Continuously
Safety Equipment		Never		Rare		Occasionally	<input checked="" type="checkbox"/>	Frequently		Continuously
Wetness		Never		Rare	<input checked="" type="checkbox"/>	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 an accommodation to perform the essential functions of the position, and
3. I can perform the essential functions of this position 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.*