

JOB DESCRIPTION

POSITION TITLE:	Program Inclusion Specialist
DEPARTMENT & PROGRAM:	Early Learning Programs
WORK YEAR:	Instructional Calendar (up to 185 days)
SALARY PLACEMENT:	Range 22/23*
SUPERVISED BY:	Assigned Administrator
ASSOCIATION:	Classified
FLSA STATUS:	Non-exempt

*Placement 23 is for bilingual positions.

GENERAL DESCRIPTION OF THE POSITION:

The Program Inclusion Specialist will be responsible for assisting in the implementation of inclusion services component consistent with Head Start Performance Standards, IDEA (Part C), Chapter 581 of Oregon Administration Rule and various assessment data to ensure classroom teaching teams are following best practice and improving child development outcomes, while nurturing the well-being of children and implementing Pyramid Model strategies. This position will provide in-class services for students who may benefit from additional or focused support, working with teaching and wrap-around staff to collaborate and implement classroom-wide and child specific plans. The Program Inclusion Specialist has a role in coordinating and tracking ECSE evaluation and eligibility processes and following Head Start disability services protocols and policies to comply with standards and regulations. Working in collaboration with the program's family visiting and wrap around teams, this position will model and deliver services related to meaningful high-quality inclusion, The Pyramid Model, Second Step, and trauma informed practices.

ESSENTIAL FUNCTIONS:

1. Partners with teaching teams, families, the wrap-around team and Early Childhood Special Education Services to ensure students are given the opportunity for full and meaningful participation.
2. Provides supplemental, Tier 2 classroom support, extending and modeling inclusive trauma informed practices.
3. Partners with family visitors to facilitate the completion of developmental screenings (Ages and Stages Questionnaires) within established timelines and supports the follow-up, as needed.
4. Engages in identified ECSE staffing, wrap-around meetings, family visits, Parent Teacher Conferences and Behavior Support Planning in order to deliver collaborative classroom support.
5. Exhibits competence in working with children impacted by trauma and children with identified disabilities and provides for on-going assessment of children's growth and development.
6. Uses developmentally appropriate and early childhood knowledge to implement and deliver targeted social-emotional responses, strategies and interventions to support the skill development of children.
7. Conducts objective observations in classrooms and debriefs with the wrap-around team.
8. Supports the design and delivery of FBA/BSP's, transition plans and individualized classroom or child specific plans.
9. Facilitates the referral of children for evaluation by CESD's ECSE team and monitors and documents accordingly in internal databases.
10. Works to promote student safety during classroom time, modeling Pyramid Model strategies to respond to behavior incidents in a calm and trauma-informed manner, adhering to protocol around positive behavior management and restraint and seclusion.
11. Uses ChildPlus and TSGold data systems for collection and tracking of child and family data. Maintains on-going documentation from communications with staff, families and service agencies.
12. Substitutes in classroom ratio in the case of urgent staffing needs.
13. Promotes a classroom and site atmosphere that reinforces meaningful involvement of families and volunteers, e.g. reading, leading an activity, introducing family culture, incorporating.
14. Assists in teaching staff in understanding IFSP goals and incorporates them into the classroom.
15. Assists in teaching staff to accurately and consistently utilize program referral procedures when a need is identified, submission of BIRs and initiating child concern form in CP.

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. Bachelor's degree, or a Step 10 or higher on the Oregon Registry, with 2 years of experience working directly with children and families; or at least 30 quarter/20 semester college credits in Special Education, Child Development, or Early Childhood Education with 5 years of experience working directly with children and families.
2. Knowledge of early childhood development and general principles of early childhood education and developmentally appropriate, child-led, multi-cultural, anti-bias curriculum for ages 0-5 years.
3. Ability to model positive and appropriate interactions with children and other adults, work effectively with individuals from diverse communities and cultures, and communicate effectively with those whose English language skills are limited.
4. Ability to work with sensitive and confidential information, assume a high degree of responsibility and appropriately assess and handle crises and solve problems, as needed.
5. Ability to enroll in the Oregon Child Care Division Central Background Registry (CBR) before your start date and must be able to maintain current enrollment at all times of employment.
6. Ability to, within 30 days of employment, acquire and maintain valid first aid and CPR certification.

PREFERRED QUALIFICATIONS:

1. Bachelor's degree in Special Education, Child Development, Early Childhood Education, or related field.
2. Bilingual. Bilingual candidates must pass a language proficiency assessment at an intermediate high to advanced level per CESD guidelines to be eligible for bilingual salary placement.

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

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	X	Never		Rare		Occasionally		Frequently		Continuously

Employee may need to: (X = REQUIRED)									
Bend		Never		Rare		Occasionally	<input checked="" type="checkbox"/>	Frequently	Continuously



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