

## JOB DESCRIPTION

<b>POSITION TITLE:</b>	Assistant Director of the Life Enrichment Education Program (LEEP)
<b>DEPARTMENT &amp; PROGRAM:</b>	School-age Special Education   LEEP
<b>WORK YEAR:</b>	240-day contract   12 months
<b>SALARY   PLACEMENT:</b>	Range 9
<b>SUPERVISED BY:</b>	Executive Director of School-age Special Education
<b>ASSOCIATION:</b>	Non-represented   Meet & Confer
<b>FLSA STATUS:</b>	Exempt

### GENERAL DESCRIPTION OF THE POSITION:

The Assistant Director manages the instructional program for students enrolled in the ESD's Life Enrichment Education Program (LEEP), supports program improvement activities, and assists in the District's compliance with state and federal standards pertaining to special education. The Assistant Director nurtures and sustains a program culture and instructional program conducive to student learning and staff professional growth.

*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 FUNCTIONS:

1. Plans strategically, organizes personnel, fiscal, and technological resources, and assists in the provision of leadership to enable students with disabilities to receive a Free Appropriate Public Education in the LEEP Program
2. Recommends revision of the instructional program model consistent with educational practices for students with moderate to profound disabilities, legal requirements, and needs for local school districts
3. Receives student referrals from local school districts, analyzes students' needs based upon the ESD LEEP Local Service Plan eligibility and assists the resident district in the process to enroll students in a LEEP classroom
4. Coordinates the planning and delivery of student services including multi-disciplinary classroom team collaboration, IEP teams, IEP development, students' three year reevaluations, provision of related services and access to mainstreaming opportunities
5. Promotes the use of the most effective and appropriate technologies to support teaching and learning for students served in the program including augmentative communication and assistive technology
6. Leads instructional improvement and professional development and supervises instruction and related services in the LEEP Program including promoting continuous and sustainable curriculum adoption and development, and best practices in related services including behavior, motor, and speech-language
7. Supervises the daily operation of the program and its assigned resources that promotes practices that ensures a safe, efficient, and effective learning environment
8. Recommends program specific procedures, produces guidance and directives, and provides systems of oversight to monitor compliance with program procedures
9. Administers all program functions in compliance with state and federal special education laws, ESD and department policies including participation in due process procedures related to the provision of services to students with disabilities under state and federal regulations
10. Develops program budgets based upon previously established guidelines and priorities and manages expenditures within budget appropriations
11. Participates in recruitment, selection, and assignment of program personnel
12. Communicates regularly with staff including convening meetings for the purposes of relationship building, sharing of expertise, dialogue, professional development, and collaboration
13. Supervises and evaluates the performance of licensed and classified personnel; supervises the evaluation of educational assistants
14. Develops positive working relationships with parents, component school districts, and community partner agencies
15. Participates as a member of the department's advisory committee
16. Assists the Director in planning program evaluation strategies, collecting and analyzing data with the department director and program staff

17. Administers the labor contracts within the program
18. Participates as a member of the department's leadership team
19. Supervises the maintenance of accurate records including students' education files, applicable personnel documents and fiscal records
20. Informs the department Director of significant issues that may impact the LEEP program, ESD, or local school districts

**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

**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 education or equivalent experience
2. Appropriate administrative license as required by Teacher Standards and Practices Commission
3. At least three years' recent successful special education administrative experience in public education with skills sufficient to perform the essential functions
4. Recent successful experience supervising of employees
5. Working knowledge of best instructional practices for students with significant cognitive disabilities
6. 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 knowledge of curriculum development and program design for students with disabilities
8. Demonstrated ability to use research, data and best practices to drive decision making
9. Demonstrated ability to develop sound and cost effective fiscal plans and manage resources
10. Proven excellence in interpersonal skills and communication
11. Demonstrated ability to lead, organize and align resources, and apply system change theory to the provision of services to students with disabilities.
12. Demonstrated skill in prioritizing multiple complex tasks, establishing mission critical goals and managing time to maintain a laser like focus on achievement of goals
13. Demonstrated ability to use judgment in the analysis of facts to determine and prioritize courses of action
14. Demonstrated ability to compose and produce clear, coherent professional documents
15. Demonstrated ability to facilitate groups in meetings and workshop settings
16. Demonstrated ability to work with a team toward common goals
17. Demonstrated ability to effectively delegate roles and responsibilities to subordinates
18. Written and oral communication skills sufficient to perform essential functions
19. 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 he or she 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		Rare		Occasionally	<input checked="" type="checkbox"/>	Frequently		Continuously
General school supplies, teaching materials, food items, and backpacks										
26-50 lbs		Never		Rare	<input checked="" type="checkbox"/>	Occasionally		Frequently		Continuously
Positioning of students in wheelchairs and assisting in the transfer of students.										
> 50 lbs	<input checked="" type="checkbox"/>	Never		Rare		Occasionally		Frequently		Continuously

<b>Employee may need to: (X = REQUIRED)</b>										
Bend		Never		Rare		Occasionally		Frequently	<input checked="" type="checkbox"/>	Continuously
Climb		Never		Rare	<input checked="" type="checkbox"/>	Occasionally		Frequently		Continuously
Crawl		Never		Rare	<input checked="" type="checkbox"/>	Occasionally		Frequently		Continuously
Drive		Never		Rare		Occasionally	<input checked="" type="checkbox"/>	Frequently		Continuously
Kneel		Never		Rare	<input checked="" type="checkbox"/>	Occasionally		Frequently		Continuously
Reach (above shoulder)		Never		Rare	<input checked="" type="checkbox"/>	Occasionally		Frequently		Continuously
Reach (forward)		Never		Rare	<input checked="" type="checkbox"/>	Occasionally		Frequently		Continuously
Sit		Never		Rare		Occasionally	<input checked="" type="checkbox"/>	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		Occasionally	<input checked="" type="checkbox"/>	Frequently		Continuously
Walk		Never		Rare		Occasionally	<input checked="" type="checkbox"/>	Frequently		Continuously
Run		Never		Rare	<input checked="" type="checkbox"/>	Occasionally		Frequently		Continuously
Stairs		Never	<input checked="" type="checkbox"/>	Rare		Occasionally		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	<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
<b>Wrists may be used for: (X = REQUIRED)</b>										
Twisting/Turning		Never	<input checked="" type="checkbox"/>	Rare		Occasionally		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	<input checked="" type="checkbox"/>	Never		Rare		Occasionally		Frequently		Continuously

<b>Carrying: (X = REQUIRED)</b>										
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										
<b>Environment Exposures (X = REQUIRED)</b>										
Chemical Contact	<input checked="" type="checkbox"/>	Never		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	<input checked="" type="checkbox"/>	Never		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:**

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

**CALCULATIONS:**

- X Perform simple copying, addition, counting, subtraction
- X Perform multiplication and division
- Understand the metric system and conversions
- X Manipulate fractions, decimals, and percentages
- X 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:**

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