

JOB DESCRIPTION

Clackamas ESD

POSITION TITLE: LEEP Teacher

DEPARTMENT: Special Education

WORK YEAR: 190 days

SUPERVISED BY: LEEP Coordinator or LEEP Supervisor

EMPLOYEE ASSOCIATION: Licensed

GENERAL DESCRIPTION OF THE POSITION:

The Teacher, in cooperation with related services staff, designs and implements a specially designed instructional program for students whose primary disability is intellectual disability existing concurrently with high intensity support needs. The Teacher is responsible for instruction and students' personal management in all areas identified on each student's IEP. The Teacher is responsible for the coordination of child study team activities, facilitation of an interdisciplinary delivery of services, providing for parental involvement, and participating as a member of the local building faculty.

ESSENTIAL FUNCTIONS:

1. Assesses students' skills in relevant areas of instruction and adaptive behavior including communication, self-care, social skills, community use, functional academics, leisure, and work
2. Identifies students' individual needs and leads the child study team in the development of individual education plans
3. Designs and implements classroom instructional programs based on the students' IEPs, physical, behavioral, medical support needs, chronological age and mode of communication
4. Designs and implements age appropriate community based instruction including leisure/recreation, mobility training, and accessing typical community services such as shopping
5. Develops and implements specially designed behavior intervention plans for students who are experiencing significant behavioral challenges
6. Elicits input from related services staff (OT, PT, Communication, Nursing) or other outside consultants and works closely with parents in the program design
7. Utilizes the human rights review strategies and crisis interventions techniques including, when necessary, planning for the use of safe restraint
8. Coordinates, schedules and implements therapy designed by the related services staff including speech and language, physical therapy, occupational therapy, adaptive physical education, and others as identified on the students' IEPs
9. Participates in the development of medical protocols with designated medical staff including, where appropriate, RN, LPN, MD, and ensures the performance of delegated nursing services consistent with each student's individual needs
10. Provides for students' personal care needs including activities such as feeding, toileting and physical positional changes

11. Confers frequently with parents and professional staff regarding student progress and/or unique concerns
12. Monitors and records student progress
13. Maintains accurate and complete records as required by law, ESD policy, and administrative regulation
14. Works cooperatively with classroom teachers to identify instructional opportunities in the regular classroom, determines the level of support needed for each student to be successful, designs and implements a schedule of instructional activities in integrated settings for each student as appropriate
15. Works cooperatively with local building administration and staff, fulfilling responsibilities as a member of the school faculty
16. Completes three-year re-evaluations in collaboration with a multidisciplinary team for special education eligibility in compliance with state and federal regulations
17. Provides for the daily supervision of classroom educational assistants including training, assignment of tasks, and completion of required observations.

ADDITIONAL FUNCTIONS:

1. Follows and supports ESD policies and procedures
2. Performs other duties as may be assigned
3. Works cooperatively and harmoniously with clients, co-workers, and supervisors
4. Maintains professional and technical knowledge by participating in professional development activities

MINIMUM QUALIFICATIONS:

1. Current Oregon teaching license with appropriate special education endorsement and authorization
2. Recent successful experience teaching students whose primary disability is intellectual disability
3. Knowledge and experience teaching students with low incidence disabilities including intellectual disability and autism
4. Knowledge of alternative communication modes including rudimentary level of American Sign Language and augmentative communication
5. Familiarity with the adaptive equipment and technology frequently utilized as a part of the instructional program for students with significant mental and physical disabilities
6. Recent successful experience working in a public school
7. Ability to develop and utilize complex scheduling and time management techniques in the daily operation of the instructional program
8. Ability to compose and produce concise professional documents
9. Ability to supervise two or more educational assistants
10. Skilled at working with support staff and consultants as resources for planning and delivery of specially designed programs
11. Working knowledge of Individuals with Disabilities Act regulations and procedures
12. Ability to acquire and maintain a valid first aid and CPR card
13. Written and oral communication skills sufficient to perform essential functions
14. Physical and mental attributes required to perform essential functions
15. Ability to acquire and maintain OIS behavioral intervention certification

WORKING CONDITIONS:

1. Lifting people who have physical impairments and are unable to assist
2. Feeding and diapering students
3. Physical intervention necessary to restrain out-of-control students
4. Working condition varies from school setting, community, and outdoors
5. Travel modes may include the use of public transportation
6. Exposure to communicable diseases found in children and adolescents

PHYSICAL JOB TASK REQUIREMENTS:

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

1. Employee may need to:

- | | | | | |
|----------------------------|---------------------------------------|--|--|--|
| Bend: | <input type="checkbox"/> Continuously | <input checked="" type="checkbox"/> Frequently | <input type="checkbox"/> Occasionally | <input type="checkbox"/> Not At All |
| Climb: | <input type="checkbox"/> Continuously | <input type="checkbox"/> Frequently | <input type="checkbox"/> Occasionally | <input checked="" type="checkbox"/> Not At All |
| Crawl: | <input type="checkbox"/> Continuously | <input type="checkbox"/> Frequently | <input type="checkbox"/> Occasionally | <input checked="" type="checkbox"/> Not At All |
| Drive: | <input type="checkbox"/> Continuously | <input type="checkbox"/> Frequently | <input type="checkbox"/> Occasionally | <input checked="" type="checkbox"/> Not At All |
| Kneel: | <input type="checkbox"/> Continuously | <input type="checkbox"/> Frequently | <input checked="" type="checkbox"/> Occasionally | <input type="checkbox"/> Not At All |
| Lift: | <input type="checkbox"/> Continuously | <input checked="" type="checkbox"/> Frequently | <input type="checkbox"/> Occasionally | <input type="checkbox"/> Not At All |
| Reach:
(above shoulder) | <input type="checkbox"/> Continuously | <input type="checkbox"/> Frequently | <input checked="" type="checkbox"/> Occasionally | <input type="checkbox"/> Not At All |
| Sit: | <input type="checkbox"/> Continuously | <input type="checkbox"/> Frequently | <input checked="" type="checkbox"/> Occasionally | <input type="checkbox"/> Not At All |
| Squat: | <input type="checkbox"/> Continuously | <input type="checkbox"/> Frequently | <input checked="" type="checkbox"/> Occasionally | <input type="checkbox"/> Not At All |
| Stand: | <input type="checkbox"/> Continuously | <input checked="" type="checkbox"/> Frequently | <input type="checkbox"/> Occasionally | <input type="checkbox"/> Not At All |
| Twist: | <input type="checkbox"/> Continuously | <input type="checkbox"/> Frequently | <input checked="" type="checkbox"/> Occasionally | <input type="checkbox"/> Not At All |
| Walk: | <input type="checkbox"/> Continuously | <input checked="" type="checkbox"/> Frequently | <input type="checkbox"/> Occasionally | <input type="checkbox"/> Not At All |

2. Employee may use hands for:

- | | | | | |
|-------------------|---------------------------------------|--|---------------------------------------|-------------------------------------|
| Single Grasping | <input type="checkbox"/> Continuously | <input checked="" type="checkbox"/> Frequently | <input type="checkbox"/> Occasionally | <input type="checkbox"/> Not At All |
| Pushing & Pulling | <input type="checkbox"/> Continuously | <input checked="" type="checkbox"/> Frequently | <input type="checkbox"/> Occasionally | <input type="checkbox"/> Not At All |
| Fine Manipulation | <input type="checkbox"/> Continuously | <input checked="" type="checkbox"/> Frequently | <input type="checkbox"/> Occasionally | <input type="checkbox"/> Not At All |

3. Employee may use wrists for:

- | | | | | |
|------------------|---------------------------------------|-------------------------------------|--|-------------------------------------|
| Twisting/turning | <input type="checkbox"/> Continuously | <input type="checkbox"/> Frequently | <input checked="" type="checkbox"/> Occasionally | <input type="checkbox"/> Not At All |
|------------------|---------------------------------------|-------------------------------------|--|-------------------------------------|

4. Employee may use feet for repetitive movement as in operating foot controls:

- | | | | |
|---------------------------------------|-------------------------------------|---------------------------------------|--|
| <input type="checkbox"/> Continuously | <input type="checkbox"/> Frequently | <input type="checkbox"/> Occasionally | <input checked="" type="checkbox"/> Not At All |
|---------------------------------------|-------------------------------------|---------------------------------------|--|

5. Lifting:

- Medium Work: Lifting 50 pounds maximum with frequent lifting and/or carrying of objects weighing up to 25 pounds.

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.

MENTAL JOB TASK REQUIREMENTS:

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

REASONING ABILITY:

- Routine, repetitive tasks with simple instructions
- Ability to follow detailed instructions that require few changes
- Ability to follow detailed procedures with several potential variables
- Problem solving ability and interpretation of events required for practical matters
- Ability to accurately interpret behaviors and nonverbal communication and act on decisions
- Logical or deductive thinking required frequently
- Creative, innovative solutions to job problems

CALCULATIONS:

- Simple copying, addition, counting, subtraction
- Ability to divide and multiply
- Understanding the metric system and conversions
- Fractions, decimals, and percentages
- Statistics, use of graphs
- Advanced mathematics
- Theoretical application of statistics and complex math

LANGUAGE:

- Ability to read and understand product labels, policies written at the 10th grade level, and ability to follow verbal or demonstrated instructions
- Ability to explain simple directions, copy data from one form to another
- Completes form letters or answers routine correspondence
- Composes correspondence independently
- Reads and interprets complex technical material
- Ability to speak and understand a second language
- Can prepare complex reports and documents as required
- Ability to speak with individuals and small groups in an articulate manner
- Ability to speak at meetings and before groups in an articulate manner using prepared materials and on a spontaneous basis

I hereby indicate by my signature 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 positions, and
3. I can perform the essential functions of this position without an accommodation.

Employee _____ Date _____

Supervisor _____ Date _____