

## JOB DESCRIPTION

<b>POSITION TITLE:</b>	Inclusion Specialist
<b>DEPARTMENT &amp; PROGRAM:</b>	Special Education - LEEP
<b>WORK YEAR:</b>	190 days
<b>SALARY   PLACEMENT:</b>	Based on education and experience
<b>SUPERVISED BY:</b>	Program Administrator(s)
<b>ASSOCIATION:</b>	Licensed
<b>FLSA STATUS:</b>	Exempt

### GENERAL DESCRIPTION OF THE POSITION:

The Inclusion Specialist fulfills duties consistent with school district policy and serves within the Special Education department. This is an itinerant position that provides services to all locations at which there is a district program, and where there are students who require inclusion support in our partner districts. This position is responsible to work side by side with administrators, classroom teachers, educational assistants, related services and other staff to promote student success, and provides technical assistance to promote the successful inclusion and academic progress of students with multiple and/or complex disabilities. The specialist will collaborate in the evaluation and support of high-quality district special education programs. The specialist will establish and maintain an atmosphere which emphasizes mutual respect, self-worth, self-discipline, confidence, cooperation, consideration and responsibility to perform duties as assigned, including those required by state statutes and district policies and regulations.

### ESSENTIAL FUNCTIONS:

1. Supports the inclusion of students in the District special education program in educational, recreational and other opportunities within the schools where the program is located, including Peer Mentor Programs.
2. Supports the inclusion of students with multiple and/or complex disabilities in educational, recreational and other opportunities within their partner district schools.
3. Supports the transition of students in the District special education program to less restrictive environments within their district programs.
4. Assists with training and professional development, including formal presentations and/or workshops to staff, parents and students.
5. Remains up to date on current issues and research around the inclusion of students with multiple and/or complex disabilities in general education settings.
6. Shares information regarding student progress and/or unique concerns with teachers, administrators, related services staff (OT, PT, Communication, Nursing), educational assistants and/or other outside consultants, and communicates with parents as needed.
7. Utilizes the human rights review strategies and crisis interventions techniques including, when necessary, planning for the use of safe restraint.
8. Responds to physical or mental health crises in a manner consistent with program policies and individual student protocols.
9. Monitors and records student progress.
10. Maintains accurate and complete records as required by law, CESD policy, and administrative regulation.

### ADDITIONAL FUNCTIONS:

1. Follows and supports district and program policies, procedures and requirements
2. Works cooperatively and harmoniously with families, co-workers, supervisors, and community partners
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.

**MINIMUM QUALIFICATIONS:**

1. Current Oregon certification or state license, or equivalent years of experience in field of specialization and/or special education.
2. Recent successful experience working with students with significant mental health/behavioral challenges and/or 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 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. Skilled at working with support staff and consultants as resources for planning and delivery of specially designed programs
10. Working knowledge of Individuals with Disabilities Act regulations and procedures
11. Ability to acquire and maintain a valid first aid and CPR card
12. Written and oral communication skills sufficient to perform essential functions
13. Physical and mental attributes required to perform essential functions
14. Ability to acquire and maintain SYNC or CPI behavioral intervention certification

**WORKING CONDITIONS:**

1. Travel required to deliver services in multiple sites during day and week, throughout the areas served by program
2. Work settings vary from ESD offices, ODE, schools, school districts and stakeholder locations
3. Physical care related to young children and students, including physical handling/positioning and assisting with feeding and toileting, including diaper changes
4. Physical care procedures as designated in medical and emergency protocols prescribed for assigned children
5. Exposure to communicable diseases common in young children
6. Uses various materials including wood, paper, cardboard, fabric, foam, glue, paint, latex, or rubber gloves, soap, and cleaning compounds
7. Physical intervention necessary to restrain out-of-control students
8. Work environment varies from the school setting, community, and outdoors
9. Travel modes can include the use of public transportation
10. Exposure to potentially infectious materials and communicable diseases
11. Some 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 he or she 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										
26-50 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	X	Frequently		Continuously
Climb	X	Never		Rare		Occasionally		Frequently		Continuously
Crawl	X	Never		Rare		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	X	Occasionally		Frequently		Continuously
Squat		Never		Rare	X	Occasionally		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	<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	<input checked="" type="checkbox"/>	Never		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 Routine, repetitive tasks with simple instructions
- X Ability to follow detailed instructions that require few changes
- X Ability to follow detailed procedures with several potential variables
- X Problem solving ability and interpretation of events required for practical matters
- X Ability to accurately interpret behaviors and nonverbal communication and act on decisions
- X Logical or deductive thinking required frequently
- X Creative, innovative solutions to job problems

**CALCULATIONS:**

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

**LANGUAGE:**

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

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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 positions, and
3. I can perform the essential functions of this position without an accommodation.

Print Name: \_\_\_\_\_

Signature: \_\_\_\_\_ Date \_\_\_\_\_