

CARE INCLUSION SUPPORT SPECIALIST

Classification: Instructional – School Based

Location: Community Services Department

Reports to: District Administrator

FLSA Status: Non-Exempt

Bargaining Unit: OSEA

This is a standard position description to be used for Inclusion Support Specialist positions in the CARE Program with similar duties, responsibilities, classification, and compensation.

This job description does not constitute an employment agreement between the employer and employee and is subject to change by the employer as the needs of the employer and requirements of the job change.

Part I: Position Summary:

The incumbent works with Community Services programs within North Clackamas School District. This position partners with program staff to implement accommodations to enhance accessibility of after-school programming for all children. All NCSD Community Services department youth programs welcome children with disabilities to engage, grow, and learn in a safe social and academic environment.

Part II: Supervision and Controls over the Work:

Inclusion Support Specialists work under the day-to-day direction of the assigned Program Coordinator, and under the direct supervision of the Director of Community Services.

Part III: Major Duties and Responsibilities (depending on specific assignment):

1. Collaborates with after-school program staff on inclusive behavioral practices and positive behavior supports.
2. Develops and maintains accommodation plans to support children's access to after-school and summer care.
3. Works with children one-on-one and in small groups to build social skills.
4. Plans, organizes, and supervises activities designed to meet the physical, emotional, and intellectual needs of students that require additional supports.
5. Reviews enrollment of after-school programs for inclusivity.
6. Assists the Program Specialist to remove barriers to children's participation.
7. Sets up safe, productive learning settings.

8. Observes and tracks daily student behavior to assess and implement appropriate interventions when needed.
9. Works independently and in collaboration with administrators and CARE staff.
10. Provides direction, feedback, and guidance to Inclusion Assistants and CARE Assistants to assist them in performing their job requirements as directed by the Program Coordinator and/or Director of Community Services.
11. Assigns work to Inclusion Assistants, completes observations, provides coaching, training and guidance as necessary, and provides input to the Program Coordinator and/or Director of Community Services on overall performance and reliability.
12. Attends program staff meetings and required trainings.

Performs other duties as assigned.

Part IV: Minimum Qualifications:

Incumbents must have successful experience in working with culturally diverse families and communities, or have otherwise demonstrated a commitment to strengthening engagement of a diverse community and skill in communicating with a diverse population.

- Must be 18 years or older and possess a high school diploma or equivalent.
- Must have at least two years training in education, early childhood development, physical education, or recreation.
- Must have at least two years' successful experience in a supervisory capacity with children in a group setting such as classroom, daycare, or recreation.
- Must have knowledge of child and adolescent development and ability to apply that knowledge to the selection and application of prepared materials and practices.
- Must have training and experience in serving children between the ages of 5 -12 who benefit from specific emotional and behavioral supports.
- Must have skills in behavior management and ability to achieve, support, and maintain acceptable child behavior.
- Must be able to work in an environment with frequent interruptions and changing tasks and priorities.
- Must be able to assist, console, and manage students who may be emotional, distraught, or frustrated.

- Must have analytical and diagnostic skills to implement an effective support plan for a child with special needs.
- Must demonstrate the ability to effectively interpret an individual development plan and, through effective communication skills, assist staff and colleagues so they may effectively implement their responsibilities under the plan.
- Must have the ability to advocate for children and coordinate activities to support unique needs.
- Must demonstrate sensitivity to the cultural, ethnic, gender, and religious diversity of children, staff, parents, and community.
- Must have the ability to work effectively, professionally, and collaboratively with parents, public, volunteers, community members, and other staff, with limited supervision, including participating in training with other professionals and colleagues.
- Must be able to remain calm, focused, and in control when working with students, parents, guardians, and community members who may be difficult and challenging to engage.
- Must have the ability to communicate effectively verbally and in writing using correct punctuation and spelling.
- Must protect the confidentiality of student information consistent with FERPA requirements and exercise good judgment.
- Must be able to organize work and set priorities for accomplishing work in a timely and effective manner.
- Must have intermediate skills with computer applications to enter data regarding student information and to develop reports and presentations to internal and external customers.
- May be required to be certified or to become certified in first aid, CPR, and/or operation of defibrillators.
- Must possess a valid driver license and access to a vehicle for local travel between after-school sites.

Part V: Desired Qualifications:

- A degree or coursework in counseling, social work, or behavior specialist program.
- Bilingual and bicultural skills in common languages representative of the District, such as Spanish, Korean, Russian and Vietnamese (to be determined by the specific position).

Part VI: Physical and Environmental Requirements of the Position:

The physical demands and work environment described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- The employee must lift and/or move 25 to 50 pounds, and may assist, move, or restrain students with greater weight when required to intervene in student safety issues.
- While performing the duties of this job, the employee is frequently required to sit, talk, lift, carry, move about, hear and speak. Employee may be required to perform extensive work at a computer display terminal.
- Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.
- While performing the duties of this job, the employee occasionally works in outside weather conditions. The employee is occasionally exposed to wet and/or humid conditions, fumes or airborne particles, toxic or caustic chemicals. It may be expected that the individual could be exposed to blood or other potentially infectious materials during the course of his/her duties.
- The employee may be exposed to infectious disease as carried by students, exposed to student noise, and learning resource noise levels.
- The employee may be required to travel in school-owned or leased vehicles while supervising and assisting students.