

### Class Concept

Positions in this class plan and direct a safe, secure, and comprehensive residential program and ensure that needs for children, youth and adults are met: instructional, recreational, leisure, developmental, physical, and emotional needs. Employees develop short- and long-range goals that enhance the residential program and provide formal and informal learning situations for students, integrating training goals and objectives into daily activities and situations whenever possible. Employees may develop teaching objectives and goals related to the residential curriculum that are age and academically appropriate for students; or, employee may review and approve residential training modules that enhance the academic program and follow curriculum guidelines for residential programs. Employees may participate in evaluating student progress, provide guidance in difficult situations, or access outside resources when the situation warrants. Employees provide input into the development of disciplinary programs for students and administer/implement such programs. Employees may counsel students and communicates with parents about student's issues, progress, needs, and general welfare. Employees supervise staff and administer policy, regulations, rules, and procedures related to student life programs. Employees may provide staff training in the basics of child development, communication skills, behavior management and stress management. Employees develop schedules to ensure coverage for second and third shifts and special programs (overnight travel, weekend activities). Employees communicate with medical staff, security, emergency services, and administrative staff about consumer needs.

### Recruitment Standards

#### Knowledge, Skills, and Abilities (Child & Youth)

- Considerable knowledge of the principles and practices of guiding, training and caring for children and youth with one or more disabilities.
- Considerable knowledge of sanitation, personal hygiene, and common health and safety precautions applicable to dormitory-like settings.
- Ability to exercise judgment in assessing, observing, and recording progress, participation, and/or demonstrated skills and abilities of clients.
- Ability to establish and maintain cooperative and effective relationships with students, relatives, professionals and non-professional staff.
- Ability to understand the personal and social problems of clients with disabilities.
- Ability to plan, organize and supervise the activities of clients.
- Ability to develop and maintain records, reports, schedules and other related documentation.

#### Knowledge, Skills, and Abilities (Adult)

- Considerable knowledge of the principles and practices of guiding, training and encourage adults with one or more disabilities to engage in independent problem solving.
- Considerable knowledge of how to encourage and foster skill development to assist with achieving successful independent living and vocational outcomes.
- Considerable knowledge of sanitation, personal hygiene, and common health and safety precautions applicable to dormitory-like settings.
- Ability to exercise judgment in assessing, observing, and recording progress, participation, and/or demonstrated skills and abilities of clients.
- Ability to establish and maintain cooperative and effective relationships with students, relatives, professionals and non-professional staff.
- Ability to understand the personal and social problems of clients with disabilities.
- Ability to plan, organize and supervise the activities of clients.
- Ability to develop and maintain records, reports, schedules and other related documentation.

Note: This is a generalized representation of positions in this class and is not intended to identify essential functions per ADA.

Minimum Education and Experience

Bachelor's degree in child development, special education, education or a closely related field from an appropriately accredited institution and one year of experience with the population served, in a residential program, or in a goal-oriented program; or

Bachelor's degree in any discipline from an appropriately accredited institution and two years of the above experience; or

Associate's degree from an appropriately accredited institution and three years of the above experience, one of which must have been supervisory; or

High school or General Education Development (GED) diploma and five years of the above experience, two of which must have been supervisory.