



ORANGE COUNTY SCHOOLS

POSITION DESCRIPTION

POSITION TITLE	EC Program Facilitator
SCHOOL/DEPARTMENT	Exceptional Children/C&I
SALARY	Teacher salary schedule plus supplement
FLSA STATUS	Exempt
REPORTS TO	Director of Exceptional Children and/or EC Assistant Director
SUPERVISES	Behavior Support Staff, and others as necessary
WORK WEEK SCHEDULE	Monday – Friday; ; must be able to work <i>some</i> late evenings and some weekends
WORK HOURS	40
NUMBER OF MONTHS PER YEAR	11 or 12 months per job assignment

POSITION PURPOSE:

The Exceptional Children Instructional Program Facilitator performs a variety of professional work to assist with the coordination of activities to support schools in developing coordinated efforts to successfully manage student behavior thus increasing student achievement. Support is provided for the whole school, small group and at the individual student level.

MINIMUM QUALIFICATIONS:

KNOWLEDGE, SKILLS, AND ABILITIES

- Demonstrated ability in leadership roles in the field of special education
- Thorough knowledge of federal, state, and local policies and procedures regarding Exceptional Children
- Considerable knowledge of school board policies, procedures and standards regarding education
- General knowledge of the principles of supervision, organization and administration

- Considerable knowledge of current trends, publications, research and laws pertaining to IDEA, FERPA, and EC programs
- Considerable knowledge of NCDPI rules, regulations and requirements pertaining to EC programs
- Skill in counseling and developing staff
- Ability to motivate, influence and shape individuals in order to assure continuous organizational development and improvement
- Ability to maintain complete and accurate confidential records and statistics and to develop meaningful reports from that information
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- Ability to develop and implement appropriate programs for Exceptional Children
- Ability to assess the effectiveness of programs and activities
- Ability to interpret educational policies and procedures
- Ability to work with the EC Director to develop long-range plans and annual budgets
- Ability to effectively express ideas orally and in writing
- Ability to make oral presentations before large groups of people
- Ability to use a computer and current word processing programs, create spreadsheets, and access online tools
- Ability to navigate online tools such as EasyIEP, Powerschool, etc.
- Ability to teach and perform physical restraints as indicated by Crisis Prevention Interventions
- Ability to establish and maintain effective working relationships as necessitated by work assignments

EDUCATION, TRAINING, AND EXPERIENCE

- Bachelor's Degree from an accredited institution
- Minimum of four (4) years of teaching experience
- Experience in leadership roles with a wide range of skill sets
- Experience facilitating team discussions and problem solving
- Any equivalent combination of training and experience that provides the required knowledge, skills and abilities

CERTIFICATION AND LICENSE REQUIREMENTS

- Valid NC License in Special Education or a related service area
- Must possess a valid driver's license issued by the NC Department of Motor Vehicles

PREFERRED QUALIFICATIONS:

- Master's Degree from an accredited institution in Special Education Services or related field

ESSENTIAL DUTIES AND RESPONSIBILITIES

1. Provide strong leadership, guidance and support to school based staff, administrators and other departments
2. Ensure compliance with federal, state, and local policies

3. Assist building level administrators with resolving issues relating to the delivery of special education services
4. Provide technical assistance to special education classroom teachers with developing appropriate IEPs, structuring/organizing classrooms, developing behavior management plans, etc.
5. Assist schools and parents in problem solving challenging behaviors
6. Support the separate settings for students via the separate setting placement procedures, monitoring student success, develop transition plans to increase participation with non-disabled peers, and attend IEP meetings when separate setting is being considered
7. Provide modeling, coaching, observations and recommendations to improve instruction and services for student(s); may include providing information regarding different techniques or methodologies that may be appropriate for student(s) (Grades PreK – 12)
8. Assist Director with the development and implementation of the strategies defined through the LEA Self-Assessment
9. Ensure compliance with the conditions of the Manifestation Determination Review policies and procedures
10. Attend IEP meetings when a recommendation of Long Term Suspension has been recommended
11. Collaborate with principals and other administrators to decrease suspensions
12. Develop and provide professional development on the MDR, FBA and BIP processes
13. Provide leadership and management of the PRC 29 services or the Autism Strategic Plan
14. Conduct student observations as appropriate to support student behavioral success
15. Serve as a CPI trainer and collaborate with other trainers
16. Collect and analyze Restraint forms; support schools to reduce instances of restraint
17. Plan and conduct professional development activities in a variety of area
18. Plan for and implement PBIS:
 - a. Provide support to administrators and PBIS coaches for planning and implementation of PBIS in participating schools
 - b. Consult with DPI as appropriate
 - c. Analyze data to inform PBIS practices and effectiveness
 - d. Provide professional development as needed
19. Demonstrate and perform physical restraints as indicated by Crisis Prevention Interventions
20. Perform other duties as assigned by EC Director and/or EC Assistant Director

WORKING CONDITIONS	
PHYSICAL DEMANDS	Work is considered light physical work requiring the exertion of up to 20 pounds of force.
WORK ENVIRONMENT	Employees in this position are required to work in indoor and outdoor environments, and come into direct contact with OCS staff, students and the public.
ACKNOWLEDGEMENTS	
The following signatures acknowledge that the supervisor has verified the accuracy of the position description, has discussed position requirements with the employee, and has advised the employee of work performance expectations	
<i>Reviewed by: Employee's Signature</i>	<i>Date</i>
<i>Approval by: Supervisor's Signature</i>	<i>Date</i>
The completed and signed position description shall be maintained at the employee's work location, shall be reviewed with the employee by his or her immediate supervisor, should be revised as required, and shall serve as the basis for all required evaluations.	

DISCLAIMER: *The above statements are intended to describe the general purpose and responsibilities assigned to this position. They are not intended to contain or be interpreted as a comprehensive inventory of all duties, responsibilities, and skills that may be required of the employees assigned to this position. This description may be revised by the supervisor, with HR review and approval, any time.*