



DURHAM PUBLIC SCHOOLS – JOB DESCRIPTION

DEPARTMENT:	Exceptional Children
JOB TITLE	EC Facilitator
REPORTS TO:	Director for Exceptional Children's Department
SALARY:	Based on State and Local Salary Schedules
STATUS:	Certified 12 months

GENERAL STATEMENT OF WORK:

Under general supervision, the Exceptional Children's Facilitator performs a variety of professional, instructional, administrative, and leadership tasks to coordinate activities in the Department of Exceptional Children in the Durham Public Schools. The purpose of this position is to work with schools to address procedural compliance, educational accountability, and instructional improvement and to promote the availability of a free appropriate public education in the least restrictive environment for all students with disabilities. Work involves advising school principals to assure that IEP Teams are constituted and function in accordance with legal requirements and ensuring the implementation of required policies and procedures affecting students with disabilities. Facilitators work collaboratively with teachers, school psychologists, parents, related services personnel, and other school staff to assure that psychological reports, medical reports, IEPs, achievement test results, and instructional data are available to assist in identification, eligibility, placement, IEP development, service provision, and instruction for students with disabilities. Work is guided by, and must be in compliance with, federal and state statutes and regulations.

SPECIFIC DUTIES AND RESPONSIBILITIES:

Compliance

- Monitors data management systems (i.e. ECATS and Powerschool);
- Ensures the implementation of required federal, state and local policies and procedures affecting students with disabilities at all assigned schools;
- Prepares for and assists with April and December 1 Headcounts and EC audits;
- Facilitate transition meetings and monitor the prompt transition of EC records;
- Completes monthly compliance updates and distributes to EC staff and administration at schools;
- Monitors IEPs and EC paperwork for compliance;
- Ensures compliance with the conditions of the Manifestation Determination;
- Attends IEP meetings when a recommendation of Long Term Suspension has been recommended;



- Assists parents and schools in the successful transition of students new to the district into appropriate services and programs - Contact /obtain out of county and out of state documents when students enroll in DPS in a timely manner.
- Assists schools in obtaining records when the school has not received records in a timely fashion.

Curriculum/Instruction

- Promotes the use of research-based practices in the identification, instruction, and assessment of students with disabilities;
- Observes classrooms to identify student and / or teacher needs;
- Assists schools with scheduling;
- Assist principals in selection and retention of highly qualified special education teachers;
- Works collaboratively with school staff to collect and analyze required EC data in a timely manner;
- Assists in the successful transition of students back to home schools from alternative programs (Lakeview Alternative School, day-treatment programs, hospitalizations, Durham County jail sites, etc.).

Coaching/Consultation

- Assists in the collection, analysis, and interpretation of data needed for planning, reporting, securing services, providing professional development, and making decisions;
- Assists EC teachers as appropriate in the preparation for IEP Team meetings and attends IEP meetings in situations where additional instructional and administrative support is found to be necessary;
- Reviews and/or supports staff in writing compliant and quality IEPs;
- Consults with the Lead EC Facilitator and/or EC Director if they believe they need additional adult support for student needs;
- Supports EC teachers as appropriate in the development and implementation of quality IEPs;
- Collaborates with school problem solving/MTSS teams when students are referred for special education referral;

Communication Skills

- Communicates areas of strength as well as areas of need to principals and EC Central Services Leadership to improve educational outcomes for students with disabilities;
- Receives and facilitates the resolution of concerns regarding students with disabilities, from parents, administrators, teachers, and supervisors;
- Collaborates with principals and other administrators to decrease suspensions;



- Responds to daily compliance/instructional/behavioral/policy/procedural questions received from teachers and administration;
- Interpret parent rights and mediate parent concerns and conflicts;

Professional Development

- Participates in regularly scheduled Facilitator meetings and provides follow-up communication and professional development to school-based staff and building administrators;
- Works in partnership with building administrators and school staff and assist with developing and implementing or facilitating professional development needs in relation to EC services and supports;
- Develops and provides professional development regarding EC processes, including Functional Behavior Assessments, Behavior Intervention Plans, Manifestation Determination Reviews and other disciplinary procedures;
- Attends all required professional development activities approved by the District;
- In conjunction with building administrators assesses needs related to Exceptional Children staff and works to design and implement appropriate professional development.

Summer Instructional and Compliance Responsibilities (mid-June to mid-August)

- Monitor all summer evaluations conducted and communicate to building administrator when an IEP is ready to be held in order to maintain compliance;
- Review and prepare folders to be received at the school to deliver quality instruction for the student;
- Clean out file cabinets yearly and prepare files that are appropriate to be sent to the Records Center
- Create service delivery spreadsheets to utilize for scheduling of EC students in conjunction with master schedule for the building;
- Based on scheduling determination, create case management assignments and reflect the appropriate case manager assignment in ECATS and EC Spreadsheet;
- Ensure the EC Spreadsheet and ECATS enrollment are consistent with PowerSchool enrollment;
- Backwards map all IEP events (annual reviews and re-evaluation determination) and plan the calendar of events prior to EC Teacher/Case Manager return;
- Based on the School EC Plan and ECF Professional Development Plan, which should be aligned, plan and develop the appropriate professional development to be delivered over the course of the school year through the Professional Learning Teams;



Other Duties as Assigned

MINIMUM TRAINING AND EXPERIENCE:

Bachelor's degree in Special Education (Masters preferred) or a related field and at least five years of successful teaching or related experience with students with disabilities; or any equivalent combination of training and experience that provides the required knowledge, skills, and abilities.

SPECIAL REQUIREMENTS:

- Must hold a valid license issued by the NC Department of Public Instruction as a teacher in at least one area of disability with highly qualified status or as a related services professional. Dual licensure (EC and General Education) is preferred.
- Must possess a valid driver's license issued by the NC Department of Motor Vehicles.

KNOWLEDGE, SKILLS AND ABILITIES:

- Considerable knowledge of federal and state statutes and regulations regarding provision of services to students with disabilities.
- Considerable knowledge of the County and School Board policies, procedures and standards regarding exceptional children education.
- Considerable knowledge of the principles and practices of testing and interpretation of test data.
- Working knowledge of the principles of supervision, organization and administration.
- General knowledge of the ethical guidelines applicable to the position as outlined by professional organizations and/or federal, state and local laws, rules and regulations.
- General knowledge of the North Carolina Standard Course of Study.
- Skill in providing leadership.
- Ability to evaluate the effectiveness of existing programs and make recommendations for improvement.
- Ability to work and communicate with diverse groups and organizations.
- Ability to exercise independent judgment in determining eligibility, type of services to be provided, and placement of students with disabilities in the least restrictive environment.
- Ability to develop and conduct presentations.
- Ability to use common office machines and popular computer-driven word processing, spreadsheet and file maintenance programs.



- Ability to maintain complete and accurate records and statistics and to develop meaningful reports from that information.
- Ability to effectively express ideas orally and in writing.
- Ability to establish and maintain effective working relationships as necessitated by work assignments.

DISCLAIMER:

The following statements of the job description are intended to describe the general nature and level of work performed by an employee in this category. The description does not contain an exhaustive list of all responsibilities, duties, skills and other requirements necessary of employees to perform in this position.

(The employee should sign that he/she has read and understands the job description at the hiring conference or with hiring manager on first day of work)

Signature

Date