Durham Public Schools

Exceptional Children's Department

COPE Program Manager

General Description: Provide leadership to the Community Outreach Program for Education (COPE). The COPE program serves students in grades K-12 with significant behavioral, social and emotional needs. This position will provide daily direct supervision of staff and program oversight.

Reports To: Building Principal

Performance Responsibilities:

1. Provide program oversight; ensure daily implementation of programming.
2. Schedule and facilitate weekly meetings with COPE staff to address specific needs and ensure ongoing support and clear expectations are provided.
3. Provide on-site crisis management for students in crisis.
4. Coach and model for staff regarding academic and behavioral strategies/interventions.
5. Conduct classroom observations to ensure quality of instruction and program implementation to ensure student's instructional and behavioral needs are being met.
6. Collaborate with the school counselor to schedule, review and revise student schedules and courses.
7. Ensure implementation of students IEP's and BIP's; serve as LEA representative in IEP meetings.
8. Collaborate with the EC Department regarding implementation programming; EC department will provide consultation and support.
9. Direct parent contact for parent concerns, as well as notifications of restraints, seclusions, and other significant incidents.
10. Ensure all required documentation (restraint forms, seclusion forms, point sheets) is completed by staff, kept as a record and provided to parents, as required.
11. Communicate and carry out established policies, delegate and respect responsibility for completion of tasks and communicate program goals, objectives and policies to stakeholders.
12. Attend regularly scheduled professional development as required by their supervisor and the EC department.
13. Develop plans to ensure COPE staff meets deadlines.
14. Assist in the evaluation of COPE personnel and provide consistent oral and written feedback regarding personnel job performance strengths and needs.

15. Assist in completion of records and reports and in the supervision and inventory of necessary supplies, textbooks, equipment and materials.
16. Provide direct support to students, as needed.

MINIMUM EDUCATION, EXPERIENCE AND REQUIREMENTS:

- A Master's Degree in special education with add-on certification in supervision OR a Master's Degree in special education with administrative licensure required
- Minimum of 5 years experience working with students with significant behavioral, social and emotional needs.
- The candidate must have taught a minimum of 5 years as a special education teacher.
- Teaching experience with separate class (self-contained) programs preferred.
- Experience conducting Functional Behavior Assessments and developing and implementing Behavior Intervention Plans.
- Experience with training, mentoring, staff development and leadership.

KNOWLEDGE, SKILLS, AND ABILITIES:

1. Ability to communicate effectively; possess excellent oral and written communication skills (grammar, spelling, etc).
2. Ability to work collaboratively with families, school personnel, department administrators, and community partners to meet the needs of students.
3. Knowledgeable about evidence/research based practices.
4. Ability to perform as a team player, in a team environment.
5. Possess strong organizational, problem-solving and conflict resolution skills.
6. Ability to prioritize and manage multiple tasks in a fast-paced environment.
7. Ability to remain calm and professional.
8. Ability to work independently and efficiently, including the ability to research and gather information from various sources.
9. Ability to learn, explain and adhere to program procedures and district policies.
10. Working knowledge and proficient level of experience with Microsoft Office programs such as Word, Excel and PowerPoint.
11. Strong customer service skills in order to respond to students, parents, school personnel, and administrators in an appropriate and timely manner.

PHYSICAL REQUIREMENTS:

Must be able to exert a negligible amount of force to move objects; classification consistent with light work. Nonviolent Crisis Intervention (CPI) certification training may require that you physically restrain or assist with the physical restraint of a student that is in imminent risk of harming him/herself or others. Note: Physical restraint of any student is only used as a last resort.

DISCLAIMER:

The 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.

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Signature Date