



<b>TITLE:</b>	<b>Campus Special Education Facilitator</b>	<b>STATUS:</b>	<b>Exempt</b>
<b>REPORTS TO:</b>	<b>Campus Administration</b>	<b>TERMS:</b>	<b>189 Days</b>
<b>DEPARTMENT:</b>	<b>Special Education</b>	<b>PAY GRADE:</b>	<b>T1</b>

**PRIMARY PURPOSE:**

Special Education Campus Facilitator serves as the campus-based resource for the implementation of special education services. This role collaborates with campus administrators, instructional staff, and the district Special Education leadership to ensure students with disabilities receive services aligned with their Individualized Education Programs (IEPs) and are provided a Free Appropriate Public Education (FAPE). The position supports staff in implementing effective instructional practices, monitors IEP implementation and compliance, and serves on the campus instructional leadership team to ensure the needs of students with disabilities are integrated into campus planning and decision-making.

**QUALIFICATIONS:**

**Education/Certification:**

Bachelor’s degree in special education from an accredited college or university, required  
 Master's degree (in special education field) from accredited college or university, preferred  
 Appropriate state certification in special education

**Special Knowledge/Skills:**

- Knowledge of federal and state special education laws and regulations related to IEP implementation and FAPE.
- Knowledge of accommodations, modifications, instructional strategies, and behavioral supports for students with disabilities.
- Knowledge of special education procedures, documentation requirements, and ARD/IEP processes.
- Skill in collaborating with campus and district administration
- Skill in coaching and supporting teachers in implementing IEP
- Skill in analyzing student data to support instructional decisions and monitor progress toward IEP goals.
- Skill in organizing schedules, documentation and monitoring compliance requirements.
- Skill in effective communication with staff, families, and district personnel.

**Experience:**

Minimum of five years teaching experience in special education

**WORKING CONDITIONS:**

**Mental Demands/ Physical Demands/Environmental Factors:**

- The employee must maintain emotional control under stress, and occasionally work prolonged and/or irregular hours. Frequent district-wide travel is also required.
- The employee must regularly lift and/or move heavy equipment up to 20 pounds and occasionally up to 50 pounds.
- The employee is regularly required to see, talk or hear, and is frequently required to walk; sit; use hands for fine manipulation, handle or feel and reach with hands and arms using a keyboard and video display terminal.
- The employee is occasionally required to stand and stoop, kneel, crouch or crawl and climb stairs.
- Physical support of a student may be required.

**Essential Functions:**

1. Serve as the campus resource for special education implementation and support staff in meeting the needs of students with disabilities.
2. Ensure students with disabilities receive services aligned with their Individualized Education Programs (IEPs) and are provided a Free Appropriate Public Education (FAPE).
3. Monitor implementation of IEP accommodations, modifications, and services across instructional settings.
4. Provide guidance and coaching to teachers on effective instructional practices and supports for students with disabilities.
5. Support staff in implementing behavior supports and intervention strategies for students with disabilities.
6. Assist teachers in monitoring and documenting student progress toward IEP goals.
7. Collaborate with campus administrators to address concerns related to special education implementation and student support.
8. Serve as a liaison between the campus and the district Special Education Department.
9. Assist with coordination of ARD/IEP meetings and ensure required documentation is completed accurately and on time.
10. Support compliance with district, state, and federal special education requirements.
11. Participate on the campus instructional leadership team, as needed, to support campus planning and problem-solving related to students with disabilities.
12. Collaborate with campus teams to address student needs and determine appropriate supports and interventions.
13. Support campus staff development related to special education practices and procedures.
14. Promote awareness and shared responsibility for the success of students with disabilities among campus staff.
15. Communicate and collaborate with families to support student success.
16. Maintain communication with the district Special Education Department regarding program implementation and compliance.
17. Perform other duties as assigned by campus administration or the Special Education Department.

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The above statements are intended to describe major job functions of this position and are not intended to represent an exhaustive list of all responsibilities, duties, and skills required. The Superintendent or designee may assign additional duties when deemed appropriate.

*To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed in the job description are representative of the knowledge, skills, ability, and physical demands required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

*Special funding: If my position is funded by grants, federal funding, or other special funding, I understand that my employment is expressly conditioned on the availability of full funding for the position. If full funding becomes unavailable my employment is subject to termination or nonrenewal, as applicable. I understand this job description is supported by a single cost objective, even though funding could be split among multiple sources.*

I have read and understand the responsibilities and duties required for this position as outlined above. I understand the duties and can perform all essential job functions listed above.

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Signature

Printed Name

Date