JOB DESCRIPTION

EDIP INCLUSION FACILITATOR

SCHOOL DISTRICT U-46

JOB DESCRIPTION REVISION DATE: April 2020

DEPARTMENT / SCHOOL: Specialized Student Services

REPORTS TO: Building Principal and Special Education Administrator

SUPERVISES: N/A

POSITION GOAL: To facilitate an inclusive school experience that is conducive to learning and appropriate to the development, interests, and needs of special education students with emotional and behavioral challenges in the Emotional Development Instructional Program (EDIP) in their least restrictive environments while adhering to published policies and procedures distributed by the federal, state, district, and school administrations.

ESSENTIAL FUNCTIONS:

Confidentiality

1. Attends School Service Team (SST) and assigned IEP meetings while maintaining full confidentiality of student information in the school and in the community
2. Shares responsibility for maintaining accurate, complete, and correct records as required by law and district policy by:
   - implementing assessments of student progress and communicating progress with students and families,
   - documenting present levels of academic and functional performance and other relevant special education forms,
   - monitoring EDIP student records for annual review, reevaluation, and other pertinent dates,
   - monitoring that all services included in the most recent IEP are implemented with fidelity, and
   - monitoring goals are updated by case managers and/or related service providers for EDIP students accessing majority inclusion settings as determined by SST discussions
3. Collaborates with a multidisciplinary teams to develop and/or to revise individualized social, emotional, and behavioral interventions and/or classroom behavior plans in general or special education settings by:
   - facilitating the development and implementation of FBAs, BIPs, and safety plans,
   - conducting direct observations and interviews,
   - compiling, organizing, reviewing, and summarizing data,
   - analyzing data for special reports on an ad hoc basis,
   - recommending adjustments to plans being implemented,
   - modeling intervention implementation,
   - supporting integrity checks, and
   - developing follow-up plans and procedures to improve the school success of EDIP students while seeking assistance from other professionals, as necessary
4. Assists in reevaluations of students with social, emotional, and behavioral challenges and completes diagnostic components detailed in domains sheets as determined by SST
5. Maintains extremely accurate documentation, including contact with students, teachers, and/or parents

**Instructional Support**

6. Collaboratively develops and supports research-based instructional strategies that account for a range of abilities and cultural backgrounds to ensure building teams are effectively implementing research-based interventions that support social, emotional, behavioral, and academic growth of EDIP students

7. Provides support for students and teachers in the self-contained EDIP setting and assists accommodating and modifying assignments and assessments for EDIP students in collaboration with cross-categorical case managers

**Social, Emotional, and Behavioral Support**

8. Upholds realistically high expectations for success that are motivating for EDIP students to make progress by supporting and monitoring student engagement and performance in EDIP classroom and inclusion settings as assigned

9. Facilitates thorough transition plans and models best practices for colleagues across multiple settings, provides follow-up discussions and supports, and participates in the planning of systematic interventions and/or data collection in order to replicate supports at other sites

10. Further develops a thorough working knowledge of appropriate interventions for EDIP-related disorders or disabilities that may result in challenging behaviors while adhering to and implementing empirically supported social, emotional, behavioral, and instructional strategies of EDIP

11. Collaborates with team members, including parents and outside agencies, when an EDIP inclusion student exhibits severe academic and/or social-emotional-behavioral challenges in the school setting

**Collaboration**

12. Serves as a genuine and reliable reference and model to all EDIP students through effective, polite, and respectful communication and objective evaluative feedback which facilitates interactions conducive to learning, including being highly visible

13. Strategizes with EDIP and other colleagues to provide staff support for expected classroom and individual interventions, including coordinating with related services providers and overseeing the effective utilization of EDIP paraeducators

14. Keeps case managers informed of any special supports, interactions, activities, or procedures typically provided by the facilitator as well as direct observations, growths indications of academic or social emotional growth and development, concerns, and needs regarding EDIP student performance based on student-facilitator interactions

15. Cooperatively supports a variety of colleagues and others in understanding and implementing EDIP components, Universal Design for Learning (UDL) practices, culturally sensitive and responsive practices, restorative practices, trauma-informed approaches and other aspects of effective classroom management that support improving the school success of EDIP students, including personnel in their home schools

16. Employs effective interpersonal skills and actively engages in solution-seeking conversations, challenges concepts respectfully, accepts suggestions in a positive manner, and follows through on adjustments

17. Works cooperatively with administrators in assessing professional strengths and weaknesses in order to plan any improvements in teaching competencies of performing essential functions, including increasing knowledge and critical skills through ongoing experiences and education

**Additional**

18. Participates in curriculum, personnel, policy, or professional development committees related to facilitating successes of EDIP students

19. Attends building and department staff meetings, school- and district-provided professional development opportunities, and contract meetings determined beneficial to support EDIP students, as assigned

20. Implements school improvement plans and strategies by assisting administration in
implementing student discipline policies and maintaining order in area(s) assigned and/or supervised in a fair and just manner

21. Performs other duties as assigned by administration and other requirements of the job in accordance with the ETA collective bargaining agreement

**KNOWLEDGE AND CRITICAL SKILLS:**

1. Tactful, adaptive, and productive interpersonal skills that articulate thoughts, strategies, and ideas easily understood by people of diverse backgrounds and experiences while working effectively in a highly collaborative team environment, including effectively addressing and resolving conflict (e.g., between students, students and staff, and staff with staff)

2. Expertise in techniques and methodologies of behavior analysis and data collection associated with developing, completing, implementing, and progress monitoring IEPs, FBAs, and BIPs to meet individualized needs within educational environments

3. Current knowledge of content-specific subject matter for core subjects, Common Core Standards, general education curriculum, and a working knowledge of academic interventions that are scientifically proven to facilitate growth with EDIP students

4. Dependability in effective problem-solving, sound decision making, completing tasks, maintaining a positive attendance record, and effectively managing instructional time, space, and other resources

5. Tested self-management plan for controlling personal emotional stress in order to calmly and appropriately intervene in challenging situations

6. Excellent attention to detail, organizational skills, maintenance of accurate communications, skills in multitasking divergent tasks, and is a self-starter

7. Willing to:
   - work in predominantly multicultural and multilingual environments,
   - learn about available instructional and resource opportunities for students with a variety of needs,
   - maintain a thorough understanding of federal, state, and district guidelines and regulations regarding IDEA and the EDIP population and programming,
   - learn emergency plans, procedures, and roles in carrying out drills, evacuations, and responding to crisis situations,
   - work directly with students and facilitate successful school experiences, and
   - support students in elementary and/or middle schools

**EXPERIENCE AND EDUCATION:**

1. Experience in:
   - an educational or related setting with youth and/or adolescents who display moderate to severe challenges in social, emotional, and/or behavioral learning and performance - required
   - teaching students in self-contained, alternative, or private placement settings - preferred
   - the educational field as a teacher for multiple years - preferred
   - intervention of significant behavioral challenges with verbal deescalation techniques (CPI - preferred)

2. Bachelor’s degree in related subject from accredited university - required

3. Professional Educator or Provisional Educator License - required

4. Learning Behavior Specialist (LBS1) endorsement - required

5. Bilingual skills (Spanish/English; written/verbal) - preferred

6. Position will require intensive and ongoing professional development.

**ENVIRONMENTAL CONDITIONS:**

1. Work is typically in noisy and crowded environments with many interruptions throughout the day at a fast pace requiring quick adaptations to changing circumstances

2. Requires work indoors in busy school environments to support student needs the majority of the day, but may include scheduled and unscheduled work outdoors
3. May be required to travel within the district to attend meetings or support students
4. Position requires appropriate business-like apparel

**PHYSICAL DEMANDS:**
1. Requires frequent movement including excellent physical agility and quick response time as well as prolonged sitting or standing and stooping, bending, or reaching
2. Occasionally requires physical exertion to manually move, lift, carry, pull, or push heavy objects or materials including the ability to lift up to 50 pounds with proper technique
3. May be required to assist with diapering/toileting needs

**ADA:**
The employer will make reasonable accommodations in compliance with the Americans with Disabilities Act of 1990. This job description will be reviewed periodically as duties and responsibilities change with business necessity. Essential and marginal job functions are subject to modification.

**TERMS OF EMPLOYMENT:**
Nine month position (189 work days)

**EVALUATION:**
Performance of the position will be evaluated with provisions set by the Board of Education as per contract.

Employee Signature: ________________________________ Date: ______________
Supervisor Signature: ________________________________ Date: ______________