

## **GUILFORD COUNTY SCHOOLS JOB DESCRIPTION**

### **JOB TITLE: PROGRAM FACILITATOR, EXCEPTIONAL CHILDREN SERVICES EDUCATIONAL PROGRAM SERVICES DEPARTMENT**

#### **GENERAL STATEMENT OF JOB**

Under general supervision, performs a variety of professional work to assist in the coordination of activities of an area Exceptional Children's Services team for the Guilford County Schools. The purpose of this position is to assist with addressing the impact that federal statutory and state requirements have regarding procedural and instructional accountability. Work involves function as a consultant to schools and ensuring the implementation of required policies and procedures affecting students with disabilities. Employee is responsible for reviewing psychological reports, medical reports, IEPs and achievement test results to help determine eligibility and placement of students with disabilities. Work is guided by and must be in compliance with federal and state statutes and regulations. Employee must exercise considerable independent judgment and initiative in the performance of assignments. Reports to the assigned Program Administrator – Exceptional Children Services.

#### **SPECIFIC DUTIES AND RESPONSIBILITIES**

##### **ESSENTIAL JOB FUNCTIONS**

Assists in assuring compliance with state/federal rules and regulations in assigned schools.

Attends building level IEP meetings, as needed.

Assists building level administrators in resolving issues relating to the delivery of special education services.

Provides technical assistance to special education classroom teachers in developing appropriate IEPs, structuring/organizing classrooms, developing behavior management plans, etc.

Assists building level administrators as requested with Project HELP.

As appropriate, acts as a mentor to "Initially Licensed" special education teachers.

Conducts student observations required for eligibility determination, as needed.

Upon request, schedules/conducts staff development activities at assigned schools.

Acts as LEA Representative, as determined appropriate.

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Functions as special education liaison for assigned schools.

### **ADDITIONAL JOB FUNCTIONS**

Performs other related work as required.

### **MINIMUM TRAINING AND EXPERIENCE**

Bachelor's degree in Education or related field and at least 5 years of successful teaching experience with students that have disabilities; or any combination of training and experience which provide the required knowledge, skills and abilities.

### **MINIMUM QUALIFICATIONS OR STANDARDS REQUIRED TO PERFORM ESSENTIAL JOB FUNCTIONS**

**Physical Requirements:** Must be physically able to operate a variety of equipment including computers, typewriters, copiers, etc. Must be able to exert up to 25 pounds of force occasionally, and/or a negligible amount of force constantly to lift, carry, push, and pull or otherwise move objects, including the human body. Light work usually requires walking or standing to a significant degree.

**Data Conception:** Requires the ability to compare and/or judge the readily observable, functional, structural, or composite characteristics (whether similar to or divergent from obvious standards) of data, people or things.

**Interpersonal Communication:** Requires the ability to speak and/or signal people to convey or exchange information. Includes giving and receiving instructions, assignments and/or directions.

**Language Ability:** Requires the ability to read correspondence, reports, forms, statutes, regulations, procedures, etc. Requires the ability to prepare correspondence, reports, forms, presentations, etc., using prescribed formats and conforming to all rules of punctuation, grammar, diction and style. Requires the ability to speak before groups of people with poise, voice control and confidence.

**Intelligence:** Requires the ability to apply principles of logical or scientific thinking to define problems, collect data, establish facts and draw valid conclusions; to interpret an extensive variety of technical instructions in mathematical or diagrammatic form; deal with several abstract and concrete variables.

**Verbal Aptitude:** Requires the ability to record and deliver information, to explain procedures, to follow oral and written instructions. Must be able communicate effectively and efficiently in standard English.

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**Numerical Aptitude:** Requires the ability to utilize mathematical formulas; to add and subtract; to multiply and divide; utilize percentages and decimals; and to apply the theories of statistics.

**Form/Spatial Aptitude:** Requires the ability to inspect items for proper length, width and shape.

**Motor Coordination:** Requires the ability to coordinate hands and eyes rapidly and accurately in using automated office equipment.

**Manual Dexterity:** Requires the ability to handle a variety of items such as office equipment, etc. Must have minimal levels of eye/hand/foot coordination.

**Color Discrimination:** Requires the ability to differentiate between colors and shades of color.

**Interpersonal Temperament:** Requires the ability to deal with people beyond giving and receiving instructions. Must be adaptable to performing under stress and when confronted with emergency situations.

**Physical Communication:** Requires the ability to talk and hear: (Talking: expressing or exchanging ideas by means of spoken words. Hearing: perceiving nature of sounds by ear). Must be able to communicate via telephone.

### **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.

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 oral and written communication.

Skill in providing consultative services to school staff.

Ability to evaluate the effectiveness of existing programs and make recommendations for improvement.

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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 the 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 preceding job description has been designed to indicate the general nature and level of work performed by employees within this classification. It is not designed to contain or be interpreted as a comprehensive inventory of all duties, responsibilities, and qualifications required of employees to this job.