

**Killeen Independent School District
Job Description**

Job Title: Campus Facilitator for Special Programs
Reports To: Principals
FLSA Status: Exempt

SUMMARY

Facilitates special program and support services that assists students in meeting special program educational goals.

ESSENTIAL DUTIES AND RESPONSIBILITIES include the following:

Coordinates special program services and supports on the campus.

Schedules special program meetings (i.e. ARD and 504) to include notifying parents of the ARD meeting, distributing the ARD/504 calendar to appropriate committee members; and notifying all appropriate school personnel of ARD/504 meetings and or schedule changes in a timely fashion.

Counsels with parents whose children are in special program services and supports.

Assists with issues related to special programs, such as Special Education, Bilingual/ESL, At-Risk, 504, Dyslexia tracking, the behavior management program, etc.

Conducts all required components of the annual special program review meetings (i.e. ARD/504) for the campus and keeps necessary records of training.

Completes applicable ARD/504 supplements with accompanying data collected by campus staff.

Cooperates with general/special education assessment personnel in the evaluation of student progress and the compilation of data to be presented at academic meetings.

Responds to issues/complaints of students, parents, district staff, and others in a constructive manner.

Ensures that local, state, and federal requirements and timelines are met with respect to functions of special programs.

Monitors paperwork completed by campus personnel regarding students in special programs; completes and turns in paperwork to official audit file within 72 hours of the special program meeting; turns in PEIMS information to campus registrar within 48 hours of the special program meeting.

Maintains current state assessment test lists; referral lists, and referrals for related services evaluation; maintains communication among assessment, service providers, and related services personnel.

Ensures compliance of end of year procedures for folder exchanges, summer testing, etc.

Coordinates/collaborates with general education personnel to provide opportunities for student success.

Assists counselors in scheduling classes for special program students.

Coordinates with outside agencies (DARS, Central Counties Services, HOCTIL, DADS, etc.) to develop Individual Transition Plans (ITPs).

Demonstrates understanding of the teacher appraisal process to include maintaining state teacher appraisal system certification.

Other duties as assigned.

SUPERVISORY RESPONSIBILITIES

Supervises special education staff at assigned campuses. Carries out supervisory responsibilities in accordance with the organization's policies and applicable laws.

QUALIFICATIONS

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required.

EDUCATION and/or EXPERIENCE

Master's degree

CERTIFICATES, LICENSES, REGISTRATIONS

Principal Certificate and Teaching Certificate.

LANGUAGE SKILLS

Ability to read, analyze, and interpret common educational, federal, state, and local laws, technical journals, financial reports, and legal documents. Strong written and verbal communication skills. Ability to respond to common inquires or complaints from parents, students, regulatory agencies, or members of the community. Ability to effectively present information to administrators, faculty, parents, students, public groups, and/or board of trustees.

MATHEMATICAL SKILLS

Ability to add, subtract, multiply, and divide in all units of measure, using whole numbers, common fractions, and decimals. Ability to compute rate, ratio, and percent and to draw and interpret bar graphs.

REASONING ABILITY

Ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists. Ability to interpret a variety of instructions furnished in written, oral, diagram, or schedule form.

OTHER ABILITIES AND SKILLS

Must be familiar with computers, such as word processing, e-mail, and internet.

MENTAL DEMANDS/PHYSICAL DEMANDS/ENVIRONMENTAL FACTORS

Tools/Equipment Used: Standard office equipment including personal computer and peripherals.

Posture: Frequent sitting and standing; occasional bending/stooping, pushing/pulling, and twisting.

Motion: Repetitive hand motions; frequent keyboarding and use of mouse; occasional reaching.

Lifting: Occasional light lifting and carrying (less than 15 pounds); occasional physical restraint of students to control behavior

Environment: May work prolonged or irregular hours; work inside and outside (exposure to sun, heat, cold, and inclement weather), exposure to noise; occasional districtwide and statewide travel

Mental Demands: Work with frequent interruptions; maintain emotional control under stress

Revised date: March 22, 2019

The foregoing statements describe the general purpose and responsibilities assigned to this job and are not an exhaustive list of all responsibilities, duties, and skills that may be required.