

**Job Title:** Post High Facilitator  
**Department:** Special Education  
**Reports To:** Cone Site Coordinator II &  
Director of Special Education  
**FLSA Status:** Exempt  
**Salary Schedule:** TT (up to TOSA Level 3)



## **SUMMARY**

The Post High Facilitator oversees the day to day operations of the Post High building and classrooms and assists and monitors transition planning for special education students ages 16 through 22 with focus on postsecondary education, employment training, and on agency coordination. The Post High Facilitator serves under the direction of the Cone Site Coordinator II and the Director of Special Education.

**ESSENTIAL DUTIES AND RESPONSIBILITIES** *may include the following. Regular, reliable worksite attendance and timeliness is an essential job function to perform the essential duties and responsibilities of the position. While this job description attempts to outline all essential duties of the position, the description is not a contract and the job functions are subject to change at the organization's discretion. Other duties may be assigned.*

Oversees the Post High Program by meeting with staff, functioning as the LEA representation at IEP meetings and handling parent calls and concerns.

Consults and cooperates with community agencies to facilitate linkage, referral advocacy, and follow-up with student needs as they transition to work or to higher education.

Inspects the Post High building and grounds regularly to identify hazards that may cause accidents and notify the maintenance supervisor of conditions which need to be remedied.

Ensures and oversees discipline among students, making provision for the supervision of the school according to approved practices and policies, including oversight of pupils who are being transported by bus.

Oversees class schedules, career exploration and placement activities, compiles attendance reports, and monitors schedule and use of district vehicles assigned to the Post High site.

Works with the Cone Site Coordinator II in developing/providing procedures for the Post-High School Program. Develops, maintains, and/or implements current "best practices" in transition curriculum (portfolios, job sampling, student conducted IEPs, Parent Trainings, etc.).

Works as a liaison with community agencies and/or programs in assisting students in identifying and addressing barriers to employment.

Provides information to teachers, parents, and students regarding transition planning and available programs.

Provides formal orientations at secondary schools regarding agency services.

Assists students and parents with applications for programs such as: WIOA, Division of Rehabilitation Services (DRS), Division of Services for People with Disabilities, Social Security, Southwest Center, etc.

Works closely with the DRS office to coordinate services for high school/post high school students transitioning into their program and facilitates Job Readiness Workshop trainings in the high schools and post high programs.

Provides records to DRS for students transitioning into their program. Coordinates and attends DRS Individual Plan For Employment meetings.

Implements rules and regulations with respect to fire prevention and safety and ensures that they are carried out through fire and other emergency drills and that properly supplied first aid kits are provided where needed.

Oversees the selection and training of paraprofessionals.

### **SUPERVISORY RESPONSIBILITIES**

Under the direction of the Cone Site Coordinator II, this job has indirect supervisory responsibility over the assigned paraprofessionals.

**KNOWLEDGE, SKILLS, ABILITIES, AND 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. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. Must demonstrate an acceptable level of maturity, good judgment, and emotional stability.*

Thorough knowledge of Individual Education Program (IEP), learning theory, differentiated instruction, data collection, best instructional practices, research based reading instruction, multicultural education, assessments, Individuals with Disabilities Act (IDEA 2004), No Child Left Behind Act of 2001 (NCLB 2001), and state and federal policies and procedures related to special education.

Ability to work well with students with disabilities, teachers, and parents of students with disabilities.

Ability to appropriately adapt instructional programs and materials. Ability to collect instructional data for decision making process.

Ability to read, write, and communicate effectively in English at a level required for successful job performance. Ability to read, analyze, and interpret general business periodicals, professional journals, technical procedures, or governmental regulations. Ability to write reports, business correspondence, and procedure manuals. Ability to effectively present information and respond to questions from management, public groups, and/or the WCSD School Board.

Ability to add, subtract, multiply, and divide in all units of measure, using whole numbers, common fractions, and decimals.

Ability to apply common sense understanding to carry out essential duties of this position. Ability to carry out instructions furnished in written, oral, or diagram form. Ability to troubleshoot and solve problems involving concrete variables situations. Ability to define problems, collect data, establish facts, and draw valid conclusions.

Ability to deal with nonverbal symbolism in its most difficult phases.

**EDUCATION and/or EXPERIENCE**

Bachelor's degree from an accredited four-year college or university in the area of Special Education and three to five years related experience and/or training. A Master's degree is preferred.

**CERTIFICATES, LICENSES, REGISTRATIONS**

Active Utah Level 2 Teaching Certificate with a Special Education License.

**PHYSICAL DEMANDS** *The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

While performing the duties of this job, the employee is regularly required to stand, walk, sit, use hands to handle or feel, talk or hear, and reach with hands and arms. The employee frequently is required to stoop, kneel, crouch, or crawl. The employee is occasionally required to climb or balance, and taste or smell. The employee must regularly lift and/or move up to 25 pounds, frequently lift and/or move up to 50 pounds, and occasionally lift and/or move up to 100 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and ability to adjust focus.

**WORK ENVIRONMENT** *The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

While performing the duties of this job, the employee is occasionally exposed to outside weather conditions. The noise level in the work environment is usually moderate.

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Prepared By: <b>Director of Special Education</b>		Date: <b>2/29/2016</b>
Approved By: <b>Executive Director, Human Resources</b>		Date: <b>2/29/2016</b>
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<input type="checkbox"/> Review <input type="checkbox"/> Revised	By:	Date:

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**EMPLOYEE ACKNOWLEDGEMENT OF RECEIPT:**

*By signing below, I acknowledge that I have received a district approved position description for my current position. I understand it is my responsibility to review the position description and direct any questions regarding the position description to my department supervisor or the Human Resources Department.*

Print Name:	Date:
Employee Signature:	