



Life Education Facilitator

Purpose Statement

The Life Education Facilitator is responsible for working directly with students with disabilities while maintaining an environment conducive to learning. This role focuses on supporting students with disabilities as they transition from school to post-school life, ensuring they have the skills and resources necessary for successful integration into adulthood.

Supervisory Relationship

Reports to: Building Administrator

Essential Functions

- **Individualized Transition Planning:** Collaborate with students, families, educators, and community agencies to develop Individual Education Plans (IEPs) that align with students' strengths, interests, and post-secondary goals.
- **Provide Instruction:** Provide instruction to students according to their Individual Education Plan (IEP) and Behavior Intervention Plan (BIP).
- **Model and Demonstrate:** Model and demonstrate for staff the skills and strategies needed to implement IEP and BIP instruction.
- **Resource Coordination:** Identify and secure resources, services, and accommodations that support students' transition objectives, such as vocational training, job placement, independent living skills, and further education.
- **Advocate for Students:** Advocate for students' needs and rights during the transition process, ensuring access to appropriate services and opportunities.
- **Provide Direct Instruction:** Provide direct instruction and guidance in areas such as self-advocacy, communication, social skills, and daily living skills to enhance independence and readiness for adult life.
- **Plan and Implement Self-Care Programs:** Plan and implement self-care programs, including direct assistance to students such as toileting, positioning, lifting, feeding, etc.
- **Track Progress:** Track students' progress towards transition goals, assess outcomes, and adjust plans as needed to maximize success.
- **Complete and Submit Reports:** Complete and submit IEPs, forms, and required reports within expected time frames.
- **Oversee Paraprofessionals:** Oversee and schedule paraprofessionals and personal assistants.
- **Provide Training:** Provide training and support to educators on effective transition practices.
- **Foster Partnerships:** Foster partnerships with employers, vocational programs, post-secondary institutions, and community organizations to create opportunities for students' successful transitions.
- **Adhere to School Policies:** Follow school policies and procedures.
- **Attendance:** This position requires prompt and consistent attendance.
- **Perform Other Duties:** Undertake additional tasks as assigned to support the effective operation of the work unit.

Job Requirements: Minimum Qualifications

Skills

- Ability to read, analyze, and interpret professional journals, Board policy, administrative procedures and forms, and governmental regulations and guidance.
- Complete forms, write reports, and engage in written correspondence with parents.
- Present information effectively and respond to questions.
- Solve a variety of problems in many different situations.
- Interpret instructions presented in written, oral, diagram, or schedule form.

- Apply knowledge of current educational theory and instructional techniques while presenting subject matter to students.
- Identify needs and abilities of individual students and adapt instructional methods accordingly.
- Establish and maintain effective relationships with students, peers, and parents.
- Perform multiple tasks simultaneously.

Knowledge

- Current educational theory and instructional techniques.
- IEP and BIP implementation.

Abilities

- Perform basic computer functions such as word processing and Internet use.
- Use district software for recording grades and finding student information.
- Utilize smart boards, projectors, and other instructional technology provided by the district.
- Work under limited supervision using standardized practices and/or methods.
- Monitor budget expenditures.
- Utilize resources from other work units as required.

Responsibility

Working under limited supervision using standardized practices and/or methods. Monitoring budget expenditures. Utilization of resources from other work units is often required to perform the job's functions.

Work Environment

Speak and hear in an environment where numerous conversations and activities may be taking place simultaneously. Move around the classroom. Read handwritten or printed material. Lift students from a wheelchair or changing table. Respond appropriately to verbal and physical behaviors. Occasional lifting, carrying, pushing, and/or pulling. Some stooping, kneeling, crouching, and/or crawling. Significant fine finger dexterity. Generally, hazard-free environment and clean atmosphere.

Experience

Job-related experience is required

Education

Bachelor's degree in Special Education, Social Work, Human Development, or a related field

Continuing Education/Training

Participate in ongoing training as required

Maintains Certificates and/or Licenses

Clearances

Criminal Justice Fingerprint/Background Clearance

FLSA Status

Exempt

Salary Grade

PH

The Bismarck Public School District does not discriminate on the basis of race, color, religion, national origin, ancestry, sex, disability, age, or other status protected by law in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. BPS administrative policy AAC (Nondiscrimination and Anti-Harassment) and regulations AAC-AR1 (Discrimination and Harassment Grievance Procedure) and AAC-AR2 (Title IX Sexual Harassment Grievance Procedure) may be reviewed online at <https://www.bismarckschools.org/school-board/district-administrative-policies>. The following person has been designated to handle inquiries regarding the non-discrimination policies and grievance procedures: Stacey Geiger, Human Resource Director/Title IX Coordinator/Section 504 Coordinator 128 Soo Line Drive, Bismarck, ND 58501 Telephone number: (701) 323-4070.