

GUILFORD COUNTY SCHOOLS JOB DESCRIPTION

JOB TITLE: COORDINATOR II – EC SECONDARY TRANSITION EXCEPTIONAL CHILDREN SERVICES

GENERAL STATEMENT OF JOB

Under limited supervision, performs a variety of administrative tasks in overseeing and monitoring the operation of programs for exceptional students in the Guilford County Schools (GCS) to include but not limited to the GCS Transition Program, Occupational Course of Study and Project SEARCH Program. The purpose of this position is to address the impact that federal statutory and state requirements have regarding procedural and instructional accountability. Work involves planning, developing, organizing and conducting staff development for Guilford County School employees as it relates to students with disabilities in transition. Employee supervises and evaluates as well as oversees services delivered by GCS transition facilitators, OCS virtual teachers and Project SEARCH teachers, monitoring their effectiveness, providing staff development opportunities and ensuring adherence to federal, state and local policies and procedures. Employee demonstrates expertise in the areas of interagency collaboration, job development, job coaching, vocational assessment, transition planning, and compliance issues for students with disabilities. Employee is responsible for interpreting changes in the North Carolina Curriculum, informing teachers and principals of the implications of those changes, and ensuring that instruction is aligned with curriculum goals as it relates to students with disabilities. Employee coaches teachers in developing strategies and techniques for assessing and increasing achievement in students with disabilities. Employee also assists teachers with curriculum program selection and implementation. Employee works collaboratively with teachers, other program administrators, school psychologists and related service personnel in reviewing psychological reports, medical reports, IEPs, achievement test results, and instructional data to assist in identification, eligibility, placement, IEP development, service provision, and instruction for students with disabilities. Work also involves functioning as the local agency representative when required, and ensuring the implementation of required policies and procedures affecting 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 performance of assignment. Reports to the Executive Director of Exceptional Children Services.

SPECIFIC DUTIES AND RESPONSIBILITIES

ESSENTIAL JOB FUNCTIONS

Implements the transition program for students with disabilities ages 14-22 to include all aspects of vocational training (e.g. school-based enterprises, on-campus jobs, internships, job shadowing, individual placements).

Oversees the School Level Transition Team process (e.g. team member training, meeting reminders, environmental arrangements, agenda preparation).

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Oversees the Community Level Transition Team process (e.g. team member training, meeting reminders, environmental arrangements, agenda preparation).

Ensures that all transition related paperwork is accurately completed in a timely manner.

Ensures that all liability guidelines related to vocational training options are followed.

Approves mileage reimbursement for all GCS assistants/job coaches in the Occupational Course of Study and high school adapted curriculum classes.

Directs, monitors and assesses services provided by the transition facilitators; conducts on-site observations of transition facilitators; provides feedback and advice; conducts monthly analysis/review of the transition program to include work hours toward graduation for OCS students and approval of all community based training.

Directs, monitors and assesses services provided by the OCS virtual teachers; conducts on-site observations of OCS virtual teachers; provides feedback and advice; conducts monthly analysis/review of the OCS virtual program.

Directs, monitors and assesses services provided by the Project SEARCH teachers; conducts on-site observations of the Project SEARCH teachers; provides feedback and advice; conducts monthly analysis/review of the Project SEARCH program.

Oversees the day to day operations of the Project SEARCH program at two sites to include addressing concerns for behavior; serve as LEA for IEP meetings; conduct application process and student interviews for the program; order materials; planning and attending monthly team meetings.

Analyzes educational needs of the district in order to plan, develop, organize and conduct trainings to assist Guilford County Schools' employees to ensure compliance with federal and state statutes and regulations.

Assist in the recruitment and retention of highly qualified special education teachers and be involved in the Guilford County Schools sponsored Right Start teacher retention program.

Assists in the collection and analysis of data needed for the purpose of planning, reporting, securing services and making decisions as related to students with disabilities.

Provides curriculum and instructional support to school based EC personnel.

Assess and direct training needs through the use of surveys, focus groups and Guilford County Schools' employees.

Coordinate the dissemination of teaching materials to school based sites, separate level classes and public separate schools.

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Develop partnerships with businesses, organizations, neighboring school districts and area universities to enhance training opportunities and transition opportunities for students with disabilities.

Ensures the implementation of required policies and procedures affecting students with disabilities.

Facilitates the dissemination of best practices regarding curriculum and instructional research based methodologies.

Establishes and maintains an ongoing system of communication with school personnel, parents, community agencies, and surrounding school districts.

Coordinates with the Transportation Department in planning transportation for exceptional students in community-based training.

Acts as a liaison to other community agencies to support and foster policies that enhance student growth and development.

Works with the Executive Director in preparing budget recommendations for use of local, state and federal funds.

Provide direct consultation to OCS teachers in the area of Career Portfolio development.

Facilitate coordination and collaboration between special education and career technical education.

Supervises and conducts personnel administration duties for 2 transition facilitators, 4 OCS virtual teachers and 2 Project SEARCH teachers including evaluating, hiring, scheduling, disciplining, assigning special duties, monitoring attendance and travel reports and granting leave.

Reads various publications and attends workshops and seminars, etc. to continuously upgrade professional knowledge.

Monitor and maintain current alternate textbook list for Exceptional Children Services.

ADDITIONAL JOB FUNCTIONS

Functions as the local education agency representative as necessary.

Performs other assigned duties within the EC Department as necessary.

MINIMUM TRAINING AND EXPERIENCE

Bachelor's Degree in Special Education (Masters preferred) or a related field and at least five years of successful teaching experience with students that have disabilities; or any equivalent

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combination of training and experience which provides the required knowledge, skills, and abilities.

SPECIAL REQUIREMENT

Must hold a valid teaching license issued by the NC Department of Public Instruction in at least one area of disability with high qualified status or vocational education certification with coursework in special education. Must possess a valid North Carolina driver's license.

MINIMUM QUALIFICATIONS OR STANDARDS REQUIRED TO PERFORM ESSENTIAL JOB FUNCTIONS

Physical Requirements: Must be physically able to operate a variety of automated office machines including computers, typewriters, calculators, printers, copiers, etc. Must be able to exert up to 25 pounds of force occasionally and/or negligible amount of force frequently or constantly to lift, carry, push, pull, or otherwise move objects. 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 Communications: Requires the ability to speak and/or signal people to convey or exchange information. Includes receiving instructions, assignments, and/or directions from supervisors.

Language Ability: Requires the ability to read correspondence, reports, forms, billing statements, invoices, financial statements, rosters, insurance forms, turnaround documents, etc. Requires the ability to prepare correspondence, forms, reports, billing statements, invoices, and financial statements using proper format. Requires the ability to read statutes, regulations, procedures reports, presentations, etc. Requires the ability to speak to people with poise, voice control, and confidence.

Intelligence: Requires the ability to apply rational systems to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists; to interpret a variety of instructions furnished in oral, written, diagrammatic or schedule form.

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

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

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

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Motor Coordination: Requires the ability to coordinate hands and eyes rapidly and accurately in using automated office equipment or tools of the position.

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

Color Discrimination: Does not require the ability to differentiate between colors and shapes of color.

Interpersonal Temperament: Requires the ability to deal with people beyond giving and receiving instructions. Must be adaptable to performing under minimal levels of stress and when confronted with persons acting under stress.

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.

Working knowledge of the principles of supervision, organization and administration.

General knowledge of the ethical guidelines applicable to the positions 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 providing leadership.

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

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.

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Ability to maintain complete and accurate records and statistics and to develop meaningful reports from that 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.