

## **GUILFORD COUNTY SCHOOLS JOB DESCRIPTION**

### **JOB TITLE: COORDINATOR II – EC RELATED SERVICES - HI/VI AND APE EXCEPTIONAL CHILDREN SERVICES**

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

Under general supervision, supports the related and direct services for students with disabilities, which includes but is not limited to physical and occupational therapy, speech-language pathology, audiology services, interpreting, hearing impaired, vision impaired, orientation and mobility, language facilitation, assistive technology services, and adapted physical education throughout the district. Reports to the Supervisor II-Related Services.

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

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

Provide support to the Supervisor of Related Services.

Helps with planning and delivery of professional development and in-service training activities for related/direct service providers.

Consults with staff, parents, and outside agencies regarding related/direct services.

Evaluates the need for diagnostic and therapeutic equipment and ensures orders are executed as needed for students and therapists.

Responds to staff and parents regarding the evaluation, interventions, and delivery of services.

Ensures compliance with local, state, and federal guidelines.

Keeps informed of all legal requirements governing exceptional children.

Ensures equipment, evaluation materials, diagnostic and therapeutic materials meet the appropriate needs of providers and students with disabilities.

Communicates with and assists building principals in scheduling related/direct service provider assignments and schedules as necessary.

Assists supervisor with selection of contracted related service providers and determines assignments to ensure services are delivered in accordance with their Individualized Education Program (IEP).

Assist with determining assignments, provide technical assistance, guidance and/or direct supervision of the HI, VI and APE program.

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Orient newly hired or contracted personnel regarding procedures for compliance with state and federal regulations and provide mentorship and/or coordinates the supervision of clinical fellowships.

Assist schools in securing interpreters for parents with hearing impairments for equal accessibility under Americans with Disabilities Act.

Ensure procedures for schools to access assistive technology, modified textbooks, etc. are in place, as needed.

Assists with the implementation of the Extended School Year Program for students with hearing and communication needs.

Assist with interviews for vacancies as needed; speech language pathologists, teachers of the deaf and hard of hearing, teachers of the visually impaired, educational interpreters, language facilitators, braille transcribers, orientation & mobility specialists, physical therapists, occupational therapists, and adapted PE.

Executes extended employment agreements for staff working extended school year and for educational interpreters used throughout the year for afterschool activities.

### **ADDITIONAL JOB FUNCTIONS**

Performs other related work as required.

### **MINIMUM TRAINING AND EXPERIENCE**

Bachelor's degree in exceptional children education, psychology, speech therapy, or a related field, and 5 to 7 years of experience working with exceptional children either as a teacher, psychologist or related service provider; or any equivalent combination of training and experience which provides 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.

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**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.

**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.

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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.

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 position.