

GUILFORD COUNTY SCHOOLS JOB DESCRIPTION

JOB TITLE: COORDINATOR II – EC RELATED SERVICES- TRANSPORTATION/HOME HOSPITAL EXCEPTIONAL CHILDREN SERVICES

GENERAL STATEMENT OF JOB

Under general supervision, manages the EC Transportation and Home Hospital services for the Exceptional Children's Department. Employee coordinates the assignment of homebound teachers for GCS students who meet the criteria for home instruction. The employee performs accounting and fiscal-control work assisting in management of Extended Employee Agreements, payroll for Home Hospital teachers, as well as administrative duties in training, coordinating and guiding programs pertaining to homebound services for the school district. The employee receives and processes all EC Transportation requests and collaborates with the GCS Transportation Department to ensure accurate information is delivered. Employee will maintain student/teacher databases and provide reports as requested by the EC Directors and/or Assistant Superintendent for EC. Reports to the Supervisor II-Related Services.

SPECIFIC DUTIES AND RESPONSIBILITIES

ESSENTIAL JOB FUNCTIONS

Coordinates and processes transportation needs and request for Learning Areas' staff for students with disabilities.

Works closely with Transportation staff to ensure requests are handled in a timely and efficient manner.

Handles incoming phone calls and walk-ins pertaining to Home Hospital and EC Transportation services.

Helps with planning and delivery of professional development and in-service training activities for homebound services.

Consults with staff, parents, and outside agencies regarding homebound services and transportation.

Develops training materials and correspondence for Home Hospital teachers, school personnel, parents, and students.

Responds to inquiries from staff and parents regarding delivery of services.

Works closely with EC Coordinators to provide accurate and timely responses regarding requests for student services.

Ensures compliance with local, state, and federal guidelines.

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Keeps informed of all legal requirements governing exceptional children as it relates to Transportation and Home Hospital Services.

Provide support to the Supervisor of Related Services.

Provides back-up support for front office staff, as needed.

Enforces local board policy, state laws and regulations which govern/pertain to school bus operations.

Enter related service staff development sessions into the GCS professional development website for participate credit. Verifies that all course rosters are received and renewal credit is posted.

Receives telephone calls and visitors; facilitates problem solving, gives out detailed information regarding department activities and programs; refers calls or visitors to appropriate officials.

Processes information using a variety of computer driven word processing, spread sheet and file maintenance programs which requires use of a variety of complicated formats for preparing correspondence and reports.

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, 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.

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.

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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.