

GUILFORD COUNTY SCHOOLS JOB DESCRIPTION

JOB TITLE: COORDINATOR II - EC BEHAVIOR SUPPORT EXCEPTIONAL CHILDREN SERVICES

GENERAL STATEMENT OF JOB

Under general supervision, performs a variety of professional, administrative, and leadership task in coordinating the successful implementation of district initiatives, programs, and curriculum as aligned with the Common Core Standards and Extensions to the Common Core by providing direct behavioral assistance and support to students who are exhibiting behaviors endangering the safety of themselves and others. Employee will work with elementary and/or middle schools on an as-needed basis to work with students, teachers, and teams to develop behavioral strategies. Employee coaches teachers in developing strategies and techniques for assessing and increasing achievement of students with disabilities. Employee also assists teachers with curriculum program selection and implementation to include research –based methodologies regarding behavior. Employee will assist general and special education teachers with other materials selection and provides teachers with various tools and resources to aid instruction for addressing the needs of students with disabilities. Employee works collaboratively with administrators evaluating the effectiveness of initiatives implementation and develops strategies for instruction as it relates to students with disabilities. Staff development for Guilford County School employees will include but not be limited to the planning, developing, organizing and conducting district initiatives as it relates to Positive Behavior Intervention and Support or other related topics. Employee works collaboratively with teachers, school psychologist, and related service personnel in reviewing psychological reports, medical reports, IEPs and achievement test results, instructional data to assist in determining eligibility and placement of student with disabilities as necessary. Work is guided by and must comply with federal and state statutes and regulations. Reports to Director of Special Education School Support and Assistant Superintendent Special Education Services.

SPECIFIC DUTIES AND RESPONSIBILITIES

ESSENTIAL JOB FUNCTIONS

Provides behavioral support to GCS schools staff through coaching, modeling, and mentoring for improving techniques for instruction and improving overall student achievement; provides specialized behavioral strategies and various tools to aid in situational needs.

Assists classroom teacher with developing, implementing, and assessing behavioral management strategies, including assistance with Functional Behavioral Assessments and Behavior Intervention Plans.

COORDINATOR II – EC BEHAVIOR SUPPORT

Provides in-class observations, feedback, and recommendations to teachers on implementation of behavior strategies.

Assist in data collection and analysis of behavior plans with recommendations for modifications for the purpose of planning, reporting, securing services and making decisions as related to students with disabilities.

Develops, provide, coach and monitor district wide training for GCS employees on a variety of topics, including but not limited to best practices in behavior to include Positive Behavior Intervention Support, Nonviolent Physical Crisis Intervention and other related topics.

Provides curriculum and instructional support to school based EC personnel that are in need of an additional level of support.

Work in conjunction with other district departments to ensure implementation of equitable classroom practices to improve outcomes for all students.

Assists serving as LEA Representative on IEP Teams.

Model teaching.

Collaborates with teachers and principals implementing North Carolina policies and accountability for students with disabilities specifically with behavioral needs; to facilitate discussions regarding appropriate EC student participation in curriculum/programs and accommodations required.

Schedules and conducts meetings for school contacts as assigned.

Participates in regularly scheduled departmental meetings as required.

Collaborates with other curriculum specialists and academic coaches in special education and general education to provide an integrated program.

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

Establishes and maintains an ongoing system of communication with school personnel, parents and supervisor.

Other duties and responsibilities as assigned by the Director of Special Education School Support and Assistant Superintendent Special Education Services.

ADDITIONAL JOB FUNCTIONS

Collaborate and support district leadership with the PRC 29 grant application, reports, trainings, and monitor students.

COORDINATOR II – EC BEHAVIOR SUPPORT

MINIMUM TRAINING AND EXPERIENCE

Bachelor's Degree in Special Education or a related field and at least three years of successful teaching experience with students that have disabilities; or any equivalent combination of training and experience which provides the required knowledge, skills, and abilities.

SPECIAL REQUIREMENT

Certification and highly qualified status as a teacher by the North Carolina Department of Public Instruction.

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.

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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.

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 position s outlined by professional organizations and/or federal, state and local laws, rules and regulations.

COORDINATOR II – EC BEHAVIOR SUPPORT

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.

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.