

GUILFORD COUNTY SCHOOLS JOB DESCRIPTION

JOB TITLE: COORDINATOR II – EC SCHOOL SUPPORT EXCEPTIONAL CHILDREN SERVICES

GENERAL STATEMENT OF JOB

Under general supervision, the School Support Coordinator performs a variety of professional, instructional, administrative, and leadership tasks to coordinate activities in the Department of Exceptional Children in the Guilford County Schools. The purpose of this position is to work with schools to address special education programming, procedural compliance, educational accountability, and instructional improvement and to promote the availability of a free appropriate public education for all students with disabilities. Work involves advising school principals to assure that IEP Teams are constituted and function in accordance with legal requirements and ensuring the implementation of required policies and procedures affecting students with disabilities. School Support Coordinators work collaboratively with teachers, school psychologists, parents and related services personnel to assure that evaluation reports, medical reports, IEPs, achievement test results, and instructional data are available to assist in identification, eligibility, placement, IEP development, service provision, and instruction for students with disabilities. Work is guided by and must be in compliance with federal and state statutes and regulations. Employee must exercise independent judgment, leadership, and initiative in the performance of assignments. Reports to the Director of School Support.

SPECIFIC DUTIES AND RESPONSIBILITIES

ESSENTIAL JOB FUNCTIONS

Instructional improvement (special education programming)

Provides support and assistance in implementing the programming of special education and related services to principals, teachers, and staff in assigned schools.

Collaborates with principals, behavior support coordinators, curriculum supports and teachers to improve student outcomes by building school capacity to integrate best practices in teaching, learning, and assessment.

Model teaching. Facilitates the dissemination of best practices regarding curriculum and instructional methodology to include observing classrooms to identify student and / or teacher needs.

Coordinates the delivery of technical assistance to assigned schools, including needed professional development as indicated for district and school supports.

Supports assigned schools in utilizing data sources (district and individual progress monitoring) to make informed educational decisions for students.

COORDINATOR II-EC SCHOOL SUPPORT

Assists in the collection, analysis, and interpretation of data needed for planning student supports, reporting, determining service delivery, making student programming decisions, and providing professional development.

Promotes the use of research-based practices in the identification, instruction, and assessment of students with disabilities.

Assists principals in selection, and retention of highly qualified special education teachers.

Assists parents and schools in the successful transition of students new to the district into appropriate services and programs - Contact /obtain out of county and out of state documents when students enroll in GCS in a timely manner.

Assist schools in obtaining GCS records when the school has not received records in a timely fashion.

Provide supports to teachers with appropriate in the development and implementation of quality IEPs, compliance, IEP meetings, and data collection with instructional practices.

Communicates areas of strength as well as areas of need to principals and curriculum facilitators to improve educational outcomes for students with disabilities.

Works collaboratively with curriculum and instruction facilitators, coaches and specialists to implement district initiatives and provide coaching to teachers.

Collaborates with behavior support coordinators in assigned schools for the incorporation of implementation of school programming for academic and social/emotion needs (i.e. PBIS and RTI/MTSS).

Assists in the successful transition of students back to home schools from alternative programs.

Assists EC teachers as appropriate in the preparation for IEP Team meetings and attends IEP meetings in situations where additional instructional and administrative support is found to be necessary.

Assist schools with scheduling, creating matrix for scheduling to assist in monitoring the implementation of the full continuum of services.

Assists district and school staff with developing compensatory education plans when necessary, maintaining updates of separate classroom rosters, attending IEP meetings as requested by schools for support in contentious situations, problem-solving for staff utilization and additional assistance.

Compliance

Ensures the implementation of required federal, state and local policies and procedures affecting students with disabilities at all assigned schools.

COORDINATOR II-EC SCHOOL SUPPORT

Works with principals and teachers to interpret policies and procedures as a process for supporting teaching and learning including collaboration with teachers and school staff during initial referral process.

Serves as LEA Representative on IEP Teams as necessary for assigned schools.

Assures that students with disabilities have access to all curricular and extra-curricular programs.

Facilitates data collection for state LEA Self-Assessment and Indicators.

Audits records for students with disabilities to ensure accurate and timely compliance to assist assigned schools monitoring special education paperwork for compliance.

Assist in oversight of state indicators for the district.

Leadership

Advocates for full participation of all students in school and community activities.

Increases effectiveness by fostering internal and external collaboration for school support of students with disabilities as well as maintain an on-going system of communication with parents.

Works with other district departments for programs that are implemented at assigned schools, including collaboration with compliance supervisors, behavior support coordinators, curriculum support, related service providers and school psychologist.

Works with the district leadership team to foster positive connections among the district, schools, parents, students, community agencies and organizations, and the general public.

Receives and facilitates the resolution of concerns regarding students with disabilities, from parents, administrators, teachers, and supervisors.

Conduct presentations.

Establishes and maintains an on-going system of communication with school personnel and parents.

ADDITIONAL JOB FUNCTIONS

Performs other related work as required or responsibilities assigned by Director of Special Education School Support and/or Assistant Superintendent of Special Education Services.

Responds to daily compliance/instructional/behavioral/policy/procedural questions received from teachers and administration.

COORDINATOR II-EC SCHOOL SUPPORT

MINIMUM TRAINING AND EXPERIENCE

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

SPECIAL REQUIREMENTS

Must hold a valid license issued by the NC Department of Public Instruction as a teacher in at least one area of disability with highly qualified status or as a related services professional,

MINIMUM QUALIFICATIONS OR STANDARDS REQUIRED TO PERFORM ESSENTIAL JOB FUNCTIONS

Physical Requirements: Must be physically able to operate a variety of equipment including computers, copiers, etc. Must be physically able to operate a motor vehicle. Must be able to exert up to 10 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 or divergent from obvious standards) of data, people or things.

Interpersonal Communication: Requires the ability to speak and/or signal people to convey or exchange information. Includes giving instructions, assignments or directions to subordinates or assistants.

Language Ability: Requires the ability to read a variety of correspondence, reports, forms, billing statements, etc. Requires the ability to prepare correspondence, reports, forms, evaluations, budgets, purchase orders, 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; and to 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 to communicate effectively and efficiently in standard English.

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Numerical Aptitude: Requires the ability to utilize mathematical formulas; to add and subtract; multiply and divide; utilize decimals and percentages; and to apply the principles of descriptive statistics and statistical inference.

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 office equipment.

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

Color Discrimination: Does not require 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.

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.

COORDINATOR II-EC SCHOOL SUPPORT

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.