

GUILFORD COUNTY SCHOOLS JOB DESCRIPTION

JOB TITLE: COORDINATOR II - EC EXCEPTIONAL CHILDREN SERVICES

GENERAL STATEMENT OF JOB

Under general supervision, the Program Administrator 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 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. Program administrators work collaboratively with teachers, school psychologists, parents and related services personnel to assure that psychological 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 assigned Regional Supervisor and Executive Director of Exceptional Children's Services.

SPECIFIC DUTIES AND RESPONSIBILITIES ESSENTIAL JOB FUNCTIONS

Compliance

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

Works with principals and teachers to interpret compliance as a process for supporting teaching and learning.

Collaborates with IST when students are referred for special education referral.

Works cooperatively with the school principal to assure that the IEP Team is constituted and functions in accordance with legal requirements.

Serves as LEA Representative on IEP Teams as assigned by the Regional Coordinator.

Monitors the implementation of a full continuum of services at the school to which s/he is assigned.

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

Completes monthly compliance updates and distributes to EC staff and administration at schools.

Monitors IEPs and EC paperwork for compliance.

Facilitates data collection for: State Required Child count (April and December), Group home and foster home reporting, CIPP data collection (class enrollment forms, transportation, Indicators 11, 13, 15, 14), Parent surveys.

COORDINATOR II - EC

Audits records for students with disabilities to ensure accurate and timely compliance.

Data Utilization

Works with principals and teachers to emphasize using data to support educational decision making.

Assists in the collection, analysis, and interpretation of data needed for planning, reporting, securing services, providing professional development, and making decisions.

Works collaboratively with school staff to collect required EC data in a timely manner.

Instructional improvement

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

Works with principals, regional coordinators, and teachers to improve student outcomes by building school capacity to integrate best practices in teaching, learning, and assessment.

Facilitates collaboration among teachers and staff in assigned schools.

Coordinates the provision of technical assistance to assigned schools, including needed professional development.

Provides professional development for GCS employees as indicated on the Department Improvement Plan.

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.

Observe classrooms to identify student and / or teacher needs.

Provide supports to new teachers with compliance, IEP meetings, and instruction.

Facilitates the dissemination of best practices regarding curriculum and instructional methodology.

Model teaching.

Identifies appropriate instructional resources for teachers.

COORDINATOR II - EC

Facilitates appropriate professional development for teachers based on individual school/teacher/student needs (literacy, math, behavior, instructional delivery, professional development appropriate to area of eligibility and individual student needs).

Use of data to make informed educational decisions for students.

Completes walk-throughs and fidelity checks in separate level classrooms, resource classrooms and co-teaching situations.

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

Provide support and follow up with Research Based Program consultants.

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

Facilitates the incorporation of PBIS and RTI/MTSS into the school environment and EC service delivery models at schools implementing these programs.

Monitors service delivery to all EC students receiving services including those EC students on Home/Hospital.

Assists in the successful transition of students back to home schools from alternative programs (Juvenile Structured Day Program (JSDP), day-treatment programs, Mell-Burton, SCALE, Guilford County jail sites).

Supports EC teachers as appropriate in the development and implementation of quality IEPs.

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.

Leadership

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

Increases effectiveness by fostering internal and external collaboration.

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

Provides leadership and coordinates activities and monthly departmental meetings at assigned schools.

Works with other district programs that are implemented at assigned schools, including Right Start and PBIS.

Develops partnerships with universities, businesses, organizations, community agencies, and neighboring school districts to enhance professional development opportunities for GCS personnel.

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

COORDINATOR II - EC

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

Facilitates Manifestation Determination Reviews.

Assists in the oversight of timely completion (90 days) of initial referrals as outlined by Indicator 11 in the Continuous Improvement Performance Plan for the district.

Assists school with developing compensatory education plans when necessary.

Maintains updates of separate classroom rosters.

Attend IEP meetings as requested by schools, when advocates are in attendance, any potentially contentious situations, etc.

Conduct presentations.

Work and communicate with diverse groups and organizations.

Provides leadership and coordinates activities and monthly departmental meetings at assigned schools.

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

Monitors IEPs for quality.

Observe and submit justification for additional assistance on students who require a behavior support assistant or a personal care assistant.

ADDITIONAL JOB FUNCTIONS

Performs other related work as required.

Other responsibilities assigned by immediate EC supervisor as appropriate.

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

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

COORDINATOR II - EC

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.

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.

COORDINATOR II - EC

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.

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.