

## **GUILFORD COUNTY SCHOOL SYSTEM JOB DESCRIPTION**

### **JOB TITLE: INFANT/TODDLER INTAKE COORDINATOR EXCEPTIONAL CHILDREN SERVICES**

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

Under limited supervision, performs a variety of technical and clerical tasks in serving as Intake Coordinator for the Cerebral Palsy Association's Infant/Toddler Program. Reports to the Principal of Gateway Education Center.

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

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

Maintains relationships and continually communicates with hospitals, CDSA coordinators, and medical community on behalf of the Greensboro Cerebral Palsy Association.

Performs first contact response with families, medical community, and CDSA coordinators for referrals of infants and toddlers (birth to 2 years of age).

Performs coordination duties for accessing medical documentation for families who are requesting entrance for their children into the program.

Maintains all information and records for students in the program.

Refers families to agencies and community resources as needed.

Schedules, develops and facilitates intake meetings with qualifying families.

Attends IEP (Individual Education Plan) and ITGP (Infant Toddler Goal Plan) meetings with the team for each child.

Develops, plans, implements, and coordinates weekly home visits for each of four classrooms and therapeutic staff.

Develops, organizes, and maintains all Medicaid billing and paperwork for all therapies and home visits.

Assists teachers in classrooms as needed.

## **INFANT/TODDLER INTAKE COORDINATOR**

Speaks at agencies/businesses during United Way Campaign about the GCPA Infant/Toddler Program.

Coordinates the activities of two Vocational Rehabilitation placements who work within the agency two days per week.

Works closely with Guilford County Schools' Counselors at Gateway Education Center in developing process and documentation for transition meetings for children/families moving from Infant/Toddler Program to PreK Program.

Maintains confidentiality of student information.

### **ADDITIONAL JOB FUNCTIONS**

Performs other related work as required.

### **MINIMUM TRAINING AND EXPERIENCE**

High School diploma and a minimum of 48 hours of college level coursework. A minimum GPA of 2.0 is required.

### **MINIMUM QUALIFICATIONS OR STANDARDS REQUIRED TO PERFORM ESSENTIAL JOB FUNCTIONS**

**Physical Requirements:** Must be able to use a variety of equipment and classroom tools such as computers, copiers, typewriters, calculators, pencils, scissors, and equipment for children with special needs, etc. Must be able to exert a negligible amount of force frequently or constantly to lift, carry, push, pull or otherwise move objects. Due to amount of time spent standing and/or walking, physical requirements are consistent with those for Light Work.

**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 Communication:** Requires the ability to speak and/or signal people to convey or exchange information. Includes receiving instructions, assignments and/or directions from superiors.

**Language Ability:** Requires the ability to read a variety of correspondence, reports, handbooks, forms, lists, etc. Requires the ability to prepare correspondence, simple reports, forms, instructional

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materials, etc., using prescribed format.

**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 written, oral, diagrammatic, or schedule form.

**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; and to utilize decimals and percentages.

**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 office machines, 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 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**

General knowledge of activities performed by lead teacher.

General knowledge of daily routines of the classroom.

General knowledge of student handbook rules.

General knowledge of procedures to follow in the event of an emergency.

General knowledge of methods of adapting instruction, equipment and tools for children with special

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needs.

General knowledge of the principles of organization and administration.

Some knowledge of the curriculum for the grade.

Ability to constantly monitor the safety and well-being of students, particularly when student is participating in an inclusive activity.

Ability to motivate students.

Ability to maintain a clean and orderly environment.

Ability to perform general clerical duties.

Ability to maintain order and discipline in a classroom.

Ability to operate common office machines.

Ability to maintain files and records.

Ability to understand and follow oral and written instructions.

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.