

SCHOOL DISTRICT OF GADSDEN COUNTY

JOB DESCRIPTION

PRE-KINDERGARTEN DISABILITY / TRANSITION SERVICES COORDINATOR

QUALIFICATIONS:

- (1) Bachelor's Degree in social work or related field from an accredited institution.
- (2) Minimum of three (3) years successful experience in social work or related field.

KNOWLEDGE, SKILLS AND ABILITIES:

Knowledge of child growth and development. Knowledge of current trends for Pre-Kindergarten Handicapped Programs. Ability to develop and implement an Individual Education Plan (IEP). Knowledge of applicable laws, rules and policies. Knowledge of medical procedures and therapeutic techniques. Ability to communicate effectively with parents, aides / assistants and other professionals. Ability to counsel and assist students, parents and school personnel in the resolution of student problems that relate to participation in pre-kindergarten programs.

REPORTS TO:

Pre-Kindergarten Program Coordinator

JOB GOAL

<p>To provide quality services and appropriate placement to children and families with disabilities within prescribed guidelines as part of an effective pre-kindergarten program.</p>
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SUPERVISES:

N/A

PHYSICAL REQUIREMENTS:

Light Work: Exerting up to 20 pounds of force occasionally and/or up to 10 pounds of force as frequently as needed to move objects.

TERMS OF EMPLOYMENT:

Salary and benefits shall be paid consistent with the District's approved compensation plan. Length of the work year and hours of employment shall be those established by the District.

EVALUATION:

Performance of this job will be evaluated in accordance with provisions of the Board's policy on evaluation of personnel.

Job Description Supplement No.11

PRE-KINDERGARTEN DISABILITY / TRANSITION SERVICES COORDINATOR (Continued)**PERFORMANCE RESPONSIBILITIES:****Planning / Preparation**

- * (1) Participate in planning and developing transition programs and disability / transition services to students and families.
- * (2) Establish short- and long-range plans based on pre-kindergarten disabled student needs, District, state and federal requirements.
- * (3) Plan intervention strategies that are clearly related to identified needs.

Administrative / Management

- * (4) Implement, monitor and evaluate the disabilities services of the Pre-Kindergarten Program according to the Performance Standards and program policies and procedures.
- * (5) Implement, monitor and evaluate the Pre-Kindergarten Transition Plan.
- * (6) Implement, monitor and evaluate the nutrition services of the Pre-Kindergarten Program according to the Performance Standards and program policies and procedures.
- * (7) Assist in the development of the budget to assure funds are available to meet the specific needs identified in a child's IEP.

Assessment / Evaluation

- * (8) Use appropriate evaluation instruments, convey results and recommend interventions.
- * (9) Participate in the screening and assessment process to assure children needing special services are identified and receive needed services in a timely manner.
- * (10) Recognize overt indicators of distress or abuse and take appropriate intervention, referral or reporting action.
- * (11) Access student records on a need-to-know basis and protect their confidentiality.
- * (12) Assist in early identification of pre-kindergarten students' school-related problems.

Intervention / Direct Services

- * (13) Attend all appropriate staffing and IEP meetings of pre-kindergarten children and assure all required documentation is obtained.
- * (14) Provide parents with update / summary of disability services received by the child through pre-kindergarten.
- * (15) Monitor pre-kindergarten programs to verify that federal and state mandates are carried out as outlined in the Performance Standards and program policies and procedures.

Collaboration

- * (16) Coordinate with other agencies and departments to provide services to pre-kindergarten children with disabilities.
- * (17) Keep other agency staff apprised of parent issues and assist staff in designing and implementing a comprehensive well-integrated plan for parent involvement that crosses all services areas.
- * (18) Collaborate with other pre-kindergarten personnel as scheduled.
- * (19) Assist teachers in identifying children who show signs of possible mental health problems.

Staff Development

- * (20) Initiate and participate in inservice training and research relevant to position.
- * (21) Demonstrate professional growth and continuous improvement of professional knowledge and skills.
- * (22) Inform school personnel how disability / transition services may be used in planning and evaluating pre-kindergarten programs for students and procedures for referrals or assistance.

Professional Responsibilities

- * (23) Collect data and report on the program's progress.
- * (24) Establish and maintain continuous professional relationships with Exceptional Education, community and social agencies.
- * (25) Keep appointments and follow up on commitments.
- * (26) Maintain effective interpersonal relationships and communication with students, parents and staff.

PRE-KINDERGARTEN DISABILITY / TRANSITION SERVICES COORDINATOR (Continued)

- *(27) Submit accurate reports in a timely manner and maintain all appropriate records.
- *(28) Keep abreast of latest research relating to pre-kindergarten student needs.
- (29) Perform other duties as assigned.

Student Growth / Achievement

- *(30) Conduct disability / transition services program in a manner which ensures that student growth / achievement is continuous and appropriate for age group and / or student program classification. Indicators may include: case history and follow-up reports, criterion and norm-referenced standardized tests, professional team interaction and analysis reports, documented parent interaction, student discipline records and others as deemed appropriate by the District and / or required by adopted pre-kindergarten curriculum standards.

*Essential Performance Responsibilities