

SCHOOL DISTRICT OF GADSDEN COUNTY
SERVICE DEFINITIONS AND DATA COLLECTION FORM

PRE-KINDERGARTEN DISABILITY / TRANSITION SERVICES COORDINATOR

1. 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.

2. 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.

3. 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.

4. 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.

5. 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.

PRE-KINDERGARTEN DISABILITY / TRANSITION SERVICES COORDINATOR (Continued)**6. 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.

7. 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.
- _____ 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.

8. STUDENT GROWTH / ACHIEVEMENT**INDICATORS**

- _____ 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.
- _____ 31. _____

9. ASSESSMENT AND OTHER SERVICES

- _____ 32. The use of the adopted performance appraisal systems for instructional and other employees.
- _____ 33. The accurate and timely filing of all school reports
- _____ 34. The completion of required professional development services.
- _____ 35. The analyzing and reporting of the results of the School Improvement Teams' efforts on student performance.
- _____ 36. Assist in establishing and maintaining a positive collaborative relationship with the students' families to increase student achievement.

PRE-KINDERGARTEN DISABILITY / TRANSITION SERVICES COORDINATOR (Continued)

DATA COLLECTION CODES

O -- Observed
C -- Collected Data

I -- Clearly Indicated
NE -- Not Evident

INTERACTION DATES

Formal Observations

Informal Observations

_____ (Date)

_____ (Date)

_____ (Date)

_____ (Date)

_____ (Date)

_____ (Date)

_____ (Signature of Evaluator / Date)