

## COLUSA COUNTY OFFICE OF EDUCATION

**CATEGORY: PROGRAM SUPPORT**

**CLASSIFICATION: COORDINATOR**

**JOB TITLE: SPECIAL NEEDS COORDINATOR**

### **BASIC FUNCTION:**

Under the direction of the Program Director, coordinate services for special needs in Children's Services programs; assess curricular resources to assure program effectiveness for children and families; support counsel and assist personnel and parents in program development and innovation of educational methods and approaches; provide technical assistance, guidance and consultation to programs.

### **REPRESENTATIVE DUTIES:**

Organize and coordinate Children's Services Mental Health and Disabilities Services, which include recruitment, enrollment, pre-referral interventions, referral for assessment, diagnosis, immediate childcare needs for foster families, and provision of services. **E**

Carry out goals, policies, and activities designed to implement the needs of children with disabilities and their families in accordance with the Head Start Performance Standards. **E**

Serve as liaison for coordination of referral procedures with public and private agencies. **E**

Serve as a critical source of support to foster families with immediate/emergency childcare needs in collaboration with Support Services personnel.

Obtain a diagnostic report and confirmation of the condition by the appropriate professional; coordinate a follow-up plan for assistance, and discuss the plan with parents and/or education staff. **E**

Participate with an interdisciplinary team, or send a designee, including teaching and other staff for the purpose of participating in an Education Plan (IEP) and Individual Family Service Plan (IFSP) for children with disabilities. **E**

Write proposals, plans monthly and quarterly reports; maintain files on all enrollees and referrals received. **E**

Order special needs oriented resource equipment, etc., for all sites and departmental programs. **E**

Recruit at least one parent of a child with a disability to attend Health Advisory meetings. **E**

Perform group support with individuals and parents; provide activities and structured environment to increase self-awareness, to examine patterns of social interaction and relationships, to increase knowledge of chemical dependency and family communications, and to develop plans and strategies to work cooperatively with others. **E**

Perform periodic consultations with management, teachers, staff, parents, and providers regarding individual progress, behavior, curriculum, classroom management, educational recommendations, attendance, and other issues; discuss and modify the goals, methods, procedures and educational materials for each individual as needed. **E**

Serve as Children's Services case manager for all children suspected of having special needs such as mental health or handicapping condition. **E**

Communicate and coordinate with Special Education staff and other service agencies to share information, plan guidance and training on specific conditions for staff and parents and organize necessary follow-up. **E**

Plan and implement Mental Health and Disabilities area in child development curriculum. **E**

Assist in evaluation and tracking of Mental Health and sensory screens for enrolled children. **E**

Prepare and maintain a variety of confidential records and reports on referred, identified and/or eligible individuals in accordance with legal and professional requirements; develop and provide in-service training for staff development. **E**

Assure the preparation and maintenance of a variety of reports and files related to, but not limited to, SELPA and Early Head Start/Head Start programs. **E**

Perform related duties as assigned.

**KNOWLEDGE AND ABILITIES:**

**KNOWLEDGE OF:**

Theories of intelligence, personality, learning, behavior, child development, counseling, and perception

Counseling interventions for various presenting behaviors and problems

Behavioral and educational intervention techniques and principles

Special needs of pupils being transitioned from special education to regular education

County office guidelines, regulations, policies, and procedures applicable to assigned duties

Classification of syndromes and disorders

Requirements of IDEA and ADA legislation

Diverse academic, socioeconomic, cultural, disability and ethnic backgrounds of students

Federal and State eligibility criteria for special education

Public and private education programs and community resources

Interpersonal skills including tact, patience and courtesy

Computer hardware and software in order to perform word processing, information retrieval and maintenance of data

**ABILITY TO:**

Apply requirements of IDEA and ADA to planned programs for individual participants

Work with students with severe physical, cognitive, and emotional impairments

Recognize cultural bias of tests when working with students from ethnic minorities

Consult with school personnel and parents

Counsel with students in individual and group settings

Develop, implement, and evaluate behavior management programs

Plan, organize, and present in-service training and trainings in related field throughout the year

Prepare and maintain confidential records and files

Explain complex and technical issues to parents and faculty in a clear and understandable manner

Maintain current knowledge of technological advances in the field

Work independently and with confidentiality

Conduct and write functional positive behavioral assessments

Lift and carry objects weighing up to 40 pounds

Operate a computer to complete reports and maintain data

Operate a vehicle to conduct work

**EDUCATION AND EXPERIENCE:**

Bachelor's Degree in special education, child development, education psychology or related field and two years of experience in a related field.

**LICENSES AND OTHER REQUIREMENTS:**

Valid California driver's license

Bilingual preferred

Proof of the following immunizations: Measles, Pertussis and Influenza. Staff must submit proof that they have received or declined the Influenza vaccine to the Administrative Program Specialist every year between August 1 and December 1.

**WORKING CONDITIONS:**

**ENVIRONMENT:**

Office, classroom and playground

Interaction with students characterized by severe cognitive delay, and severe visual, auditory, and/or physical impairment

**PHYSICAL ABILITIES:**

Hearing and speaking to communicate with students, parents, and faculty

Seeing to observe behavior of students

Hearing and speaking to exchange information on the telephone or in person

Seeing to review, distribute and type materials

Dexterity of hands and fingers to operate a computer and standard office equipment

Sitting or standing for extended periods of time

Bending at waist, kneeling or squatting

Reaching overhead, above the shoulders and horizontally to retrieve and store materials

Lifting, pushing, pulling and carrying objects weighing up to 40 pounds

Drive a vehicle to conduct work

**HAZARDS:**

Potential contact with individuals displaying physically aggressive, self-abusive, or socially undesirable behavior

Potential for contact with blood-borne pathogens and communicable diseases

**Employee Group:** Classified – Unrepresented

**FLSA Status:** Non-exempt

**Salary Schedule:** 210

**Approval Date:** May 2018