

JOB DESCRIPTION

DISABILITIES COORDINATOR

Under the supervision of the early childhood education manager, the disabilities coordinator shall be responsible to:

1. Organize and coordinate the program's disability services effort which includes recruitment, enrollment, screenings and coordination of specialized services.
2. Supervise, train, monitor and conduct timely performance reviews of the mental health/disabilities specialist.
3. Engage in the promotion of staff development and continuous learning through training, observation, coaching, and reflective supervision.
4. Collaborate with Head Start and Early Head Start (0-5) staff to ensure completion of developmental screenings, follow-up, and documentation of child records, according to state, federal, and Head Start Program Performance Standards.
5. Serve as lead to develop and implement an ongoing monitoring system that includes regular site visits, file reviews, analysis of data, staff interviews and observations to ensure quality of services for children with disabilities that meet federal, state, and Head Start regulations and standards.
6. Monitor and document the progress of children with disabilities enrolled in the program.
7. Stay abreast of all special education laws (IDEA, PL 94-142, PL 99-459) and civil rights Laws (Section 504 and Americans with a Disability Act) and the implications of these laws for Head Start programs; provide this information to staff; document mandates of IDEA and Head Start Performance Standards.
8. Coordinate and process referrals for special education diagnostic evaluations and obtain diagnostic reports and confirmation of disability by qualified professionals and write confidential special education report.
9. Coordinate the development of an Individual Education Plan (IEP) for children with disabilities in conjunction with appropriate qualified professionals, the child's teacher, parent/guardian, and other staff. Initiate and facilitate IEP meetings for children not eligible for school district special education services.
10. In collaboration with program staff promote school readiness, individualization, and inclusion for children with disabilities by providing technical assistance, coaching and mentoring, and ongoing training.
11. Work with teaching staff to develop, implement, and document the transition of children from special education programs. Conduct end-of-the-year Individual Family Service Plan/Individual Education Plan (IFSP/IEP) reviews for children transitioning to preschool or kindergarten.
12. Work with teachers, management team, and content area coordinators to coordinate accommodations and adaptations. Provide guidance and developmentally appropriate strategies to maximize successful inclusion and continuity of care for children with disabilities.
13. Maintain strong working partnerships with service providers including Memorandums of Understanding with SELPA and Tri-Counties.
14. Arrange, coordinate, and monitor contractual and in-kind donations from community agencies.
15. Participate as an active member of the Head Start Health Services Advisory Committee and other outside committees as assigned.
16. Maintain system for intra-agency referrals and convene regular EHS/HS multi-disciplinary team meetings to coordinate services and ensure timely access to resources and services for high-need children and/or families.
17. Participate in Head Start/Early Head Start management team meetings and planning sessions to assist in the coordination of program services.

Disabilities Coordinator (continued)

18. Ensure that data for the developmental and disabilities sections of the PIR is complete and accurate.
19. Prepare and review Child Plus and other reports to monitor developmental screenings, referrals, follow-up, and other child/family/program indicators and outcomes. Compile information on services provided, in-kind donations, and other required reports.
20. Develop and update the disabilities-related policies and procedures in accordance with federal and state regulations.
21. Participate in the program self-assessment, community needs assessment, and program/agency planning as assigned.
22. Participate in continuous program planning and improvement, ensure prompt action and work with management staff in formulating and administering corrective action plans.
23. Ensure the program's computerized database and record-keeping systems for the disabilities service area are updated and maintained.
24. Other duties as assigned.

EMPLOYMENT STANDARDS

Required Education and Experience:

- Minimum of a bachelor's degree in special education, disabilities, occupational therapy, physical therapy, speech and language pathology, child development, or related field.
- Minimum of three (3) years' recent paid experience working with special needs or disabled young children and their families. Experience must include at least one (1) year of administrative or management experience which includes program planning, organizing, and staff training and supervision.

Preferred Criteria: Master's degree in related field; which may substitute for two (2) years of the required experience.

Knowledge and Abilities: Ability to effectively understand, translate, and communicate in Spanish required. Excellent English oral and written communication skills. Knowledge of Windows and applications such as Word for Windows and Excel. Ability to write clearly, concisely, and descriptively. Knowledge of regulations IDEA (Individuals with Disabilities Education Act) and ADA (Americans with Disabilities Act). Familiarity with screening and assessment instruments. Ability to seek out methods designed to maximize successful classroom inclusion of children with disabilities. Ability to represent CDR/Head Start at joint IEP meetings with local school districts. Ability to monitor, analyze, and implement changes in special education regulations. Ability to facilitate the family's role as advocate for the child. Knowledge of adult learning strategies, early childhood development and developmentally appropriate curriculum, materials, learning environments, and teaching strategies for children birth to five. Ability to provide leadership and stability to field staff for program continuity. Ability to exercise sound judgment and initiative. Ability to lead adult groups and provide training and technical assistance to teaching staff and parents. Ability to monitor, analyze and evaluate program systems and procedures, making and coordinating appropriate changes. Skill in collecting and analyzing data; prepare reports and maintain records. Ability to establish and maintain cooperative and effective working relationships with staff, clients and other agencies and professionals. Sensitivity to the needs of low- income families of multicultural beliefs and practices, diverse cultures, ethnicities and languages. Ability to maintain strict confidentiality. Ability to effectively speak before a group, the public or community officials. Ability to take initiative and work with minimum supervision. Ability to work a flexible schedule and travel throughout Ventura County using personal or agency vehicle.

Physical Ability: Ability to effectively use hands and fingers in the use of computer keyboard and other office machines. Ability to effectively see computer screen and read data. Ability to sit at workstation for prolonged periods of time. Ability to safely drive personal or agency vehicle.

License or Other Requirements: Must have access to a dependable auto with appropriate insurance coverage and possess a valid California driver's license. Must submit to a job-pertinent agency-paid pre-employment physical examination, negative tuberculosis test and criminal record background check. Employment is conditional pending satisfactory results of all required tests and background checks mentioned above. Periodic physical examinations and TB clearances will be required if hired. Mandated reporter.