

SPECIAL EDUCATION COORDINATOR

DISTINGUISHING FEATURES OF THE CLASS: This is a professional and administrative position involving responsibility for evaluating and providing special education and related services to developmentally delayed or physically/emotionally disabled children. The incumbent may be primarily involved in programs involving Special Education, foster care program, children 5-21 years of age and the Preschool Special Education program involving children 3-5 years of age. The incumbent may serve as a liaison between county agencies, schools, parents, foster homes and others involved in programs for the education of school aged disabled children. The incumbent may serve as a liaison between county agencies and the CPSE of area school districts serving Delaware County children, parents and families of these children and others involved in the educational and related services for children. The incumbent may serve as a member of a team, board or committee for children with special needs. The work is performed under general supervision. Supervision of others is usually not a function of this position. Does related work as required.

TYPICAL WORK ACTIVITIES: (Illustrative Only) May serve as a representative at Committee on Preschool Special Education (CPSE); May write and submit reports with recommendations to the Committee on Special Education (CSE) and CPSE meetings; May work with CPSE/CSE and family members to develop and implement individual educational plans; Coordinates the development and implementation and oversight of contracts with service providers; Coordinates training and provides support to staff with changes in reporting requirements; May assist in obtaining financial assistance for preschool children with developmental delays; May assess the availability or receipt of all forms of health insurance and provides information on Medicaid and Child Health Plus; May assist in the development of program budget including grants; May make and receive referrals for various services; May act as a liaison between schools, agencies and parents. May act as a resource for adoptive parents of disabled children; May act as a resource for the county, parents, schools, evaluators and providers in the 3-5 year old program; May represent the department/agency at teacher's conferences and school functions on behalf of children; May provide or arrange for tutorial assistance on an as-needed basis. May assist in the registration of children in school and facilitates timely placements; May act as a resource for preventive services for youth classified as high risk or where the youth's behavior in school is a problem; If assigned to Public Health or Department of Social Services may act as an advocate for children in foster care regarding educational programming; Writes dictation notes for all foster care, preventive or protective contacts on behalf of Social Services and transmits them to the assigned caseworker; Maintains appropriate CPSE/CSE records on all assigned cases in accordance with federal, New York State, NYS Education Department and local requirements.

FULL PERFORMANCE KNOWLEDGE, SKILLS, ABILITIES AND PERSONAL CHARACTERISTICS: Thorough knowledge of the education law as it relates to children with developmental delays; Good knowledge of the organization of the primary and secondary educational system and particularly the approach to problems of special education; Good knowledge of the practices and procedures of various committees/groups involved in special education; Good knowledge of the principles and practices of the learning process of children

3-21 years of age; Good knowledge of the special education and related service needs of children with developmental delays; Good knowledge of terms used to describe learning disabilities; Good knowledge of community resources available to children; Ability to collaborate and communicate effectively with school districts, families, providers, and children; Ability to establish and maintain effective helping relationships with children and families; Good powers of observation including the ability to practice active listening skills and display acceptance and tolerance for diverse points of view; Ability to analyze problems and to formulate and carry out plans to resolve these problems; Ability to write clear and accurate reports; Sensitivity; Emotional maturity and stability; Good judgment; Physical condition commensurate with the demands of the position.

MINIMUM QUALIFICATIONS:

- A. Graduation from a regionally accredited or New York State registered college or university with a Master's Degree in a human services field: OR
- B. Graduation from a regionally accredited or New York State registered college or university with a Bachelor's Degree in a human services field and two years of experience providing or coordinating educational or human services, OR
- C. Graduation from a regionally accredited or New York State registered college or university with an Associate's Degree in a human services field or sixty credit hours from a regionally accredited or New York State registered college in a human service field with at least eighteen credit hours in the behavioral sciences*and four years of experience providing or coordinating educational or human services, OR
- D. An equivalent combination of training and experience as indicated in (A), (B) and (C) above.

NOTE: A degree in a "human services field" includes social work, psychology, nursing, rehabilitation, special education, early childhood education, gerontology, speech therapy, occupational or physical therapy, child or family counseling, human development and community mental health.

Adopted 6/16/94

Revised 6/20/96; 8/5/96; 10/20/98; 4/9/01; 12/17/07; 1/7/08; 2/1/08; 6/17/15; 9/10/15; 6/13/19