

Job Title: COUNSELOR/ MENTAL HEALTH/DISABILITIES COORDINATOR
Reports to: Head Start Director
Dept./School: Early Childhood Program
Wage/Hour Status: Exempt
Date Revised: August 20, 2018

Primary Purpose

Promotes and maintains a common vision for students, parents and staff. Direct the district's special education program to ensure provision of needed services for special needs students. Work to provide individualized education plans to meet the needs of all students and ensure compliance with all state, federal, and local requirements.

QUALIFICATIONS

Education/Certification

Master's degree

Special Knowledge/Skills

Knowledge of federal and state special education law
Understanding of the individual needs of special needs students
Ability to communicate with all levels of special needs students and their parents
Ability to interpret policy, procedures, and data
Ability to manage budget and personnel
Ability to coordinate district function
Strong organizational, communication, and interpersonal skills

Experience

A minimum of three years successful teaching experience, preferably in Early Childhood

MAJOR RESPONSIBILITIES AND DUTIES

School Climate

1. Communicate and promote high expectation levels of staff and student performance in an enabling, supportive way; provide proper recognition of excellence and achievement.
2. Foster collegiality and team-building among staff, encourage their active involvement in decision-making.
3. Communicate effectively with students, staff, parents and community by projecting a positive image that enhance the school/department/district mission.
4. Initiate and support programs and actions that facilitate a positive, caring climate for learning and an orderly, purposeful environment.
5. Assist in establishing a continuous focus on student growth and learning.

School Improvement

6. Determine and build a common vision with staff for school improvement; direct planning activities and implement programs collaboratively with staff to ensure attainment of department/district's mission.

Instructional Management

7. Systematically and continuously monitor instructional and managerial processes to ensure that program activities are related to program outcomes.
8. Work with staff to ensure that curriculum accountability and renewal is continuous and responsive to student needs.
9. Recommend instructional resources and materials to support teaching staff in accomplishing instructional goals through the Special Education Resource System.
10. Assist teachers in identifying and coordinating an instructional program that matches the student's individual needs and instructional level with the use of mental health assessments.
11. Provides meaningful and well established classroom lessons in areas of social and emotional support.

Personnel Management

12. Demonstrate ability to work with others in a positive, productive way.
13. Aware of and supportive of guidelines pertaining to assignment in Board Policies, Administrative Regulations, and Administrator's Manual.
14. Demonstrate through goal setting a clear-cut sense of direction and purpose in daily activities.
15. Be prompt and thorough in completing assignments and attending to details accurately and efficiently.
16. Assist in identifying and/or encouraging participation in available in-service training options.
17. Effectively provide guidance and orientation for new staff members in the area of special education and mental health.
18. Work with faculty and child's psychologist to develop a student management system that results in positive student behavior and enhances school climate.

Administration and Fiscal/Facilities Management

19. Assists in designing, implementing, and evaluating the referral, assessment, placement process.
20. Share the responsibility for the systematic screening, referral, assessment, and placement of students in special education.
21. Serve as a member of committees as outlined in the referral and assessment process of special education students.
22. Facilitate development and implementation of individual education plans (IPE) by consultation with verbal/written suggestions to teachers.
23. Share or assume responsibility of the confidential folders.
24. Plan and assist in implementation of appropriate staff development programs to include character education, bullying and any other program needs.

Student Management

25. Effectively communicate to students, staff, and parents school guidelines for student conduct especially as related to special needs students.
26. Encourage plans for improved student behavior that reflect enhanced opportunities for learning through discipline curriculum.
27. Assists teachers and assistants with discipline support through one to one student and parent conferences, SST (Student Support Team).

Professional Growth and Development

28. Strive to improve leadership skills through self-initiated professional development (e.g. undertaking professional reading, attending conferences, participating in training programs.)
29. Utilize information and insights gained in professional development programs for self-improvement.
30. Conduct oneself in a professional and ethical manner.
31. Disseminate ideas and information to other professionals; provide leadership in addressing the challenges facing the profession (e.g. active involvement in professional associations, professional presentations at conferences, etc).

School/Community Relations

32. Assist in building community awareness and involvement in achievement of the school/program/district mission.
33. Demonstrate awareness of school/community needs and initiates activities to meet those needs.
34. Foster effective community and parent involvement in the program.
35. Emphasize and nurture two-way communication between the program and community.

Other

36. Perform other duties assigned by supervisor.
37. Maintain confidentiality of information.

Supervisory Responsibilities

38. Supervises Cardwell Transportation Department including bus monitors and schedules.
39. Supervise the implementation of the Individual Educational Planning Process.
40. Organizes school readiness kindergarten transition events.

WORKING CONDITIONS

Mental Demands/Physical Demands/Environmental Factors

Maintain emotional control under stress. Frequent standing, stooping, bending, kneeling, pushing, pulling and regular heavy lifting of students.

Ability to multi-task.

The foregoing statements describe the general purpose and responsibilities assigned to this job and are not an exhaustive list of all responsibilities and duties that may be assigned or skills that may be required.

Reviewed by: _____ **Date:** _____

Approved by: _____ **Date:** _____