

Position Description
Preschool Coordinator

QUALIFICATIONS:

A. Education

- Bachelor's degree in Early Childhood Special Education

B. Experience

- Minimum of three years direct experience with early childhood special education students.

REPORTS TO:

School Principal

Director of Special Services

SUPERVISES:

Not Applicable

JOB GOAL:

Preschool Coordinator supports the planning and implementation of special education services for the Bedford Early Education Program (BEEP). Leads the transitions from early supports and services. Responsible for Child Find as required and facilitates individual student programming and assessment. Also provides professional support to students and staff by providing training to both as needed.

PERFORMANCE RESPONSIBILITIES:

A. Essential Functions:

- Coordinates intake and evaluation of new students in accordance with timelines and requirements of the NH Standards for the Education of Children with Disabilities. This includes facilitation of transitions for students from Early Supports and Services.
- Coordinates and chairs IEP meetings for entering preschool students.
- Serve as the LEA Representative in preschool and Extended Kindergarten IEP team meetings to assist with referral disposition, special education eligibility determination, the development of an appropriate individualized education plan and determination of placement meetings.
- Oversees all special education procedures for accuracy and compliance and provides staff guidance and training when needed to understand and implement the NH Standards for the Education of Children with Disabilities.
- Coordinates the District Child Find Program for children 2 years, 6 months of age to 6 years of age.

- Assigns IEP team members as “case managers” to children/families following determination of special education eligibility and manages classroom composition.
- Reviews, evaluates and monitors curriculum implementation and oversees implementation of the Preschool Special Education Outcomes Measurement System (POMS).
- Shares expertise with staff to support effective instruction, positive classroom environments and behavioral interventions.
- Acts as liaison to outside agencies, including Early Supports and Services, and private preschool staff.
- Identifies need for, and organizes, trainings for staff, parents and families. This includes coordinating appropriate staff trainings on district workshop days as needed.
- Maintains BEEP informational documentation such as the program website and BEEP Brochure.
- Represents BEEP at school Community Council, Emergency/Crisis Management and other relevant school groups as requested by the school principal.
- Actively recruits and maintains an enrollment of typically developing preschool aged students to maintain BEEP’s early childhood status as defined by the Department of Education.
- Facilitates transition of preschool students and Extended Kindergarten students to district elementary schools.
- Provides input for budget preparation to the Director of Special Services and budgetary updates relative to personnel, testing and equipment needs.
- Responsible for organization of preschool ESY, to include determining staff needs, space needs and staff training.
- Responsible for recognizing potential staffing issues. Provide problem-solving solutions to ensure programming needs are met.
- Responsible for hiring special education staff for ESY.

B. Other Functions

1. Facilitates, twice yearly, meetings between BEEP and Kindergarten teachers to coordinate and align curriculum.
2. Meets regularly with school principal to communicate upcoming programming needs.
3. Other duties as assigned by building principal or Director of Special Services.

TERMS OF EMPLOYMENT:

Days contracted as per the Master Agreement

EVALUATION:

In accordance with district procedures.

PHYSICAL ACTIVITY REQUIREMENTS

Primary Physical

Requirements:

1. Lift up to 10 lbs.:	Occasionally required
2. Lift 11 to 25 lbs.:	Occasionally required
3. Lift 25 to 50 lbs.:	Rarely required
4. Lift over 50 lbs.:	Not required
5. Carry up to 10 lbs:	Occasionally required
6. Carry 11 to 25 lbs:	Occasionally required
7. Carry 26 to 50 lbs:	Not required
8. Carry over 50 lbs:	Not required
9. Reach above shoulder height:	Occasionally required
10. Reach at shoulder height:	Occasionally required
11. Reach below shoulder height:	Occasionally required
12. Push/Pull:	Not required

Hand Manipulation:

1. Grasping:	Occasionally required
2. Handling:	Occasionally required
3. Torquing:	Not required
4. Fingering	Occasionally required
5. Controls and Equipment:	Computer, telephone, copy and FAX machine

Other Physical Consideration:

1. Twisting:	Rarely required
2. Bending:	Occasionally required
3. Crawling:	Rarely required
4. Squatting:	Rarely required
5. Kneeling:	Rarely required
6. Crouching:	Occasionally required
7. Climbing:	Rarely required
8. Balancing:	Rarely required

Work Surface (s):

Standard office/school desk/tables and chair. Varies from carpeting, linoleum to tile.

During the Work Day, Employee is Required to:

	<u>Consecutive Hours</u>	<u>Total Hours</u>
Sit	<u>1</u> 2 3 4 5 6 7 8	1 2 <u>3</u> 4 5 6 7 8
Stand	1 2 3 <u>4</u> 5 6 7 8	1 <u>2</u> 3 4 5 6 7 8
Walk	<u>1</u> 2 3 4 5 6 7 8	1 2 <u>3</u> 4 5 6 7 8

Cognitive and Sensory Requirement(s):

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|--------------------------|--|
| 1. Talking: | Necessary for communicating with others. |
| 2. Hearing: | Necessary for receiving instructions and queries. |
| 3. Sight: | Necessary for doing job effectively and correctly. |
| 4. Tasting and Smelling: | Not required. |

Specific Vocational Preparation Requirements:

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|---|--------------|
| 1. Short demonstration only | _____ |
| 2. Any beyond short demonstration up to and including 30 days | _____ |
| 3. 30-90 days | _____ |
| 4. 91-180 days | _____ |
| 5. 181 days to 1 year | _____ |
| 6. 1 to 2 years | _____ |
| 7. 2 to 4 years | <u> X </u> |
| 8. 4 to 10 years | _____ |
| 9. Over 10 years | _____ |

Summary of Occupational Exposures:

May be exposed to cleaning fluids and copier toner.

Other: Employee is typically able to sit and stand as needed.