



POSITION DESCRIPTION WACONIA PUBLIC SCHOOLS

SECTION I: GENERAL INFORMATION

Position Title: Early Childhood Special Education Coordinator (TOSA)	Department: Special Services
Immediate Supervisor's Position Title: Director of Special Education	FLSA Status: Exempt
Job Summary: Under the direction of the Director of Special Education, the Early Childhood Special Education Coordinator (Teacher on Special Assignment) provides facilitation and coordination between parents, staff, and other stakeholders in the special education referral process for children from birth to kindergarten and acts as a primary resource for information dissemination. The Early Childhood Coordinator assists children and families in gaining access to authorized early intervention services available through the school district, maintains a resource library and directory for district staff and parents, and assists with child find activities as needed.	

SECTION II: ESSENTIAL DUTIES AND RESPONSIBILITIES

- Provides service coordination with county, public, and private agencies to support initial referral of children and ongoing service needs.
 - a) Assists with the identification of needed resources for children such as new technology, forms, books (Boardmaker, etc.).
 - b) Maintains library of written, video and other community, state and national resources that might be helpful for parents and staff working with children with special needs.
 - c) Facilitates weekly child study meetings.
 - d) Represents Early Childhood Special Education (ECSE) team on community groups as needed.
 - e) Provides feedback response to referral sources (i.e., doctors, Early Childhood Screening, Help Me Grow, Social Services, etc.).
- Coordinates the referral and assessment process for children from birth to kindergarten.
 - a) Acts as central intake person for referrals to school district for children from birth to kindergarten.
 - b) Assembles and disseminates applicable reference materials to parents and/or guardians.
 - c) Distributes developmental history, release/exchange of information, and screening tools if needed for intake.
 - d) Maintains all census data on referred and evaluated children (Ages Birth-3 and 3-5).
 - e) Complies with all data practices requirements.
- Acts as a member of individual building-level special education teams in providing special education services to students with disabilities.
 - a) Acts as district representative at initial Individualized Education Program (IEP) meetings and others as needed.
 - b) Provides information to parents regarding referral and assessment processes, special education services, and their rights relative to special education.
 - c) Responsible for intake service referral coordination.
 - d) Maintains accurate records.
- Maintains ongoing data collection for state and federal mandated reporting requirements.

- Maintains Child Outcomes Summary Form (COSF) data and assists in state reporting.
- Meets with Director of Special Education regularly.
- Performs other duties of a comparable level or type, as required.
 - a) Provides professional expertise and assistance to individuals, other district staff and the community concerning areas of instructional expertise/knowledge.
 - b) Attends training sessions, conferences, seminars, district and departmental meetings.
 - c) Keeps abreast of changing developments, trends, instructional and educational technologies.
- Attends work regularly and punctually.

SECTION III: WORK REQUIREMENTS AND CHARACTERISTICS

EDUCATION/KNOWLEDGE REQUIREMENT: Minimum education required to perform adequately in position could reasonably be attained only by completing the following:

REQUIRED EDUCATION/TRAINING (choose one)				DEGREE INFORMATION: Type of degree: (B.S., M.A., etc.)
less than high school diploma				Bachelor's Degree
High school diploma or GED.				
1 year college		2 years college	Major field of study or degree emphasis: Education and relevant instructional subject area(s).	
3 years college	x	4 years college		
1st year graduate level				Essential knowledge and specialized subject knowledge required to perform the essential functions of the job: <ul style="list-style-type: none"> • Laws, rules, statutes and guidelines related to special education programming, due process and related requirements. • Instructional strategies, concepts, principles, methods, practices and trends dealing with issues of child development, special education and instructional methods. • Knowledge of medical assistance requirements, eligibility requirements and service requirements. • Knowledge of teaching principles, practices, techniques and approaches. • Knowledge of child development theories and development stages and needs. • Knowledge of assessment procedures and techniques, test construction and evaluation methods. • Understanding of basic office equipment and software used by the district in maintaining records and files (i.e. word processing software, student record databases). • Knowledge of instructional technologies and software, equipment, tools and devices used presenting instruction, documenting assessments, student progress or other classroom administrative requirements of the district.
2nd year graduate level				
Doctorate level				

SECTION III: WORK REQUIREMENTS AND CHARACTERISTICS

EDUCATION/KNOWLEDGE REQUIREMENT: Minimum education required to perform adequately in position could reasonably be attained only by completing the following:	
Required Work Experience in Addition to Formal Education/Training: Minimum of five (5) years ECSE teaching experience.	
LICENSE/ CERTIFICATION	Identify licenses/certification required upon hiring: Licensed teacher in the State of MN and licensure in Early Childhood Special Education.

ESSENTIAL SKILLS REQUIRED TO PERFORM THE WORK	Skilled in: <ul style="list-style-type: none"> • Presenting complex materials and concepts in an understandable and appropriate manner. • Statistical measurement and assessment techniques used in evaluating the effectiveness of special education and educational programming and educational outcomes. • Monitoring, documenting and maintaining student data and requirements needed for local, state or federal data reporting needs. • Interpreting and applying mandated laws, rules, regulations and guidelines consistent with the intent and purpose of the legislative requirements and district policies and procedures. • Developing assessment tools, assessing and evaluating the needs of children. • Leading group processes/discussions, utilizing a variety of instruction aids and technologies. • Writing reports, lesson plans, learning objectives, and tests. • Dealing effectively and appropriately with parents, students, staff and other educational professional.
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RESPONSIBILITY FOR DIRECT SUPERVISION OF THE FOLLOWING POSITIONS		
	Titles of Positions Directly Supervised	# of Employees
1		
TOTAL		

INDIRECT SUPERVISION:	
Number of employees indirectly supervised:	Total:

HAZARDOUS WORKING CONDITIONS: <i>The essential duties of the work are performed under various physical hazards or environmental conditions noted</i>	Unusual or hazardous working conditions related to performance of duties: Duties are generally performed in an administrative/office/school setting where there are minimal environmental hazards and risks. Employee(s) may be exposed occasionally to disagreeable or stressful conditions involving human interactions.
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PHYSICAL JOB REQUIREMENTS: Indicate according to essential duties/responsibilities				
<u>Employee is required to:</u>	Never	1-33% Occasionally	34-66% Frequently	66-100% Continuously
Stand				X
Walk		X		
Sit		X		
Use hands dexterously (use fingers to handle, feel)		X		
Reach with hands and arms		X		
Climb or balance	X			
Stoop/kneel/crouch or crawl	X			
Talk or hear				X
Taste or smell	X			
Physical (Lift & carry): up to 10 pounds			X	
up to 25 pounds	X			
up to 50 pounds	X			
up to 75 pounds	X			
up to 100 pounds	X			
more than 100 pounds	X			

PHYSICAL JOB REQUIREMENTS: Indicate according to essential duties/responsibilities	
Physical requirements associated with the position can be best summarized as follows:	
Light Work: Exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force frequently, and/or negligible amount of force constantly to lift, carry, push, pull or otherwise move objects in the performance of the job.	