

## PROGRAM COORDINATOR (SPECIAL EDUCATION)

DISTINGUISHING FEATURES OF THE CLASS: Under general supervision, the incumbent is responsible for coordinating and administering special education programs for handicapped children. Responsibilities include administering and directing day-to-day operations, coordinating program services and developing and evaluating program policies and procedures to ensure compliance with departmental guidelines and New York State Education Laws and Regulations. The incumbent represents the County at school district committee meetings, and has extensive contact with health care professionals, education specialists, government officials, and parents of handicapped children. Supervision is exercised over professionals and clerical staff. Does related work as required.

### EXAMPLES OF WORK: (Illustrative Only)

Coordinates and administers the day-to-day operations of special education programs for handicapped children in the Westchester County Department of Health;

Coordinates the provisions of program services by various Department components based on assessment of community needs and resources, and departmental goals and objectives;

Coordinates the program with other community agency programs to promote comprehensive services and prevent the duplication of services;

Administers the New York State Education laws and the New York State Education Department regulations in respect to infant/toddler and preschool special education needs and ensures compliance;

Develops policies and procedures within departmental guidelines and regulatory mandates;

Evaluates program operations and recommends changes in organization and procedures as required to meet program objectives;

Prepares necessary evaluative and quantitative reports as required;

Represents the County at school district Committee on Preschool Special Education Meeting (CPSE), etc.;

Reviews evaluation documentation provided by school districts, parents, and approved evaluators, and visits preschoolers at their present education site in preparation for CPSE meeting;

Confers with school districts, school psychologists, psychiatrists, therapists, social workers and other key people to delineate the nature of existing problems;

Confers with school personnel as to the needs and management of atypical children and resources available for dealing with their problems;

EXAMPLES OF WORK: (Cont'd.)

Aids in fostering the development of family education and recreation resources for atypical preschool children;

Represents DOH philosophy at meetings to foster least restrictive educationally appropriate environment at public meetings;

Aids in contractual and fiscal site review for special education programs;

Does related work with infant/toddlers and parents of infant/toddlers and the program to foster transition to preschool process.

REQUIRED KNOWLEDGE, SKILLS, ABILITIES AND ATTRIBUTES: Thorough knowledge of the organization of the primary and secondary educational system, and particularly the approach to problems of Special Education; good knowledge of the nature of developmental disorders and other disabling conditions and their common symptoms; good knowledge of community resources available for service to needs of children with disabling conditions; ability to obtain cooperation from professionals in other disciplines and other organizations; ability to speak and write effectively; tact; sound professional judgment; ability to plan and supervise the work of others; initiative; resourcefulness; physical condition commensurate with the demands of the position.

MINIMUM ACCEPTABLE TRAINING AND EXPERIENCE: A Master's Degree\* in Special Education, Psychology, Speech and Language Pathology or Occupational or Physical Therapy and four years of professional experience in the field of special education or early childhood education, one year of which must have included supervision.

SPECIAL REQUIREMENT:

1. License by the New York State Education Department in Special Education or as a Teacher of Speech and Hearing Handicapped, with Certification as a Speech Pathologist or as a Clinical or School Psychologist.
2. Possession of a valid license to operate a motor vehicle.

\*SPECIAL NOTE: Education beyond the secondary level must be from an institution recognized or accredited by the Board of Regents of the New York State Department of Education as a post-secondary, degree-granting institution.