

Region 9 Education Cooperative
Head Start/Early Head Start Coach & Disabilities Manager
Job Description

POSITION TITLE: HS/EHS Coach & Disabilities Coordinator
PROGRAM: Head Start & Early Head Start
REPORTS TO: Head Start/EHS Director
WORK DAY: Minimum 7.5 hours daily
DUTY STATION: Ruidoso (HS-Ruidoso, Hondo, Capitan & Early Head Start)
CONTRACT DAYS: 205
CLASSIFICATION: Exempt or Nonexempt

ESSENTIAL FUNCTIONS

1. Represents REC 9 and its programs and its member districts in a positive manner, interacting with the general public and colleagues.
2. Adheres to applicable federal and state law and local policies and regulations for public education entities, including but not limited to 6.60.9 NMAC (Code of Ethics) (for example, IDEA, Department of Health, Head Start Performance Standards, FERPA, HIPAA, NAEYC, Licensing, etc.).
3. Communicates positively and effectively with parents, children, colleagues, and other agency personnel while maintaining confidentiality regarding all facets of REC 9 programs in compliance with FERPA/HIPAA and other federal and state confidentiality regulations.
4. Attendance on a regular basis consistent with the REC 9 attendance policy is required. Attendance at mandatory REC 9 or program meetings and professional development is required.
5. Promptness is required including being present in the assigned work place at set times and on a daily basis in order to provide consistency and continuity of educational services. Promptness for mandatory REC 9 or program meetings and professional development is required.
6. Proficient verbal communication skills and the ability to manage conflict in a civil, professional and courteous manner are required.
7. The ability to demonstrate flexibility in the performance of various job functions is required.
8. Inter-departmental planning and programming collaboration is required and cross-program overflow assistance when needed is required.
9. Maintaining an atmosphere that protects the privacy of confidential student and personnel records and information is required.
10. Understanding and compliance with the REC9 employee policy manual, the R9 Head Start Staff Handbook, R9 Head Start/EHS Policy Manual, and TimeClock Plus System are required.
11. Perform the functions of this position with a strong understanding of the Head Start Performance Standards, Head Start Act, and program's Policies and Procedures. Specific responsibilities related to collaborating with staff on developing, revising, and implementing the requirements for the School Readiness Goals for Early Childhood Development, Coaching, and Disabilities.
12. Participate in the Self Assessment Team for Disability Services including assistance with

- writing the final report with strengths, non-compliance issues, and recommendation with team input.
13. Participate in the program's planning procedures including the Community Assessment development, Coordinator Planning for quality improvement, Long-and Short- Term Goal planning events.
 14. Conduct monthly ongoing monitoring of the classrooms through the program's established Ongoing Monitoring Tool, as well as monitoring of the education files, transitions, and services to children with disabilities.
 15. Promotes and participates in the parent, family, and community engagement philosophy and activities throughout the program. Participates in the Family Engagement Committee meeting and activities as assigned by the Director. Participates in 2 parent trainings and 90% of the family engagement activities scheduled throughout the year.
 16. Provide pre-service training, monthly in-service training, one on one training, new hire training, and co-leads Professional Learning Communities (PLC) for staff.
 17. Assists in the maintenance of State Child Care licenses and NAEYC Standards.
 18. Participate in specific social-emotional/mental health/behavior professional development to become a trainer for Region 9 and Head Start. Attends and participates in pre-service, staff meetings, management meetings, and a variety of professional growth activities designed to enhance skills and provide staff with current information, data and trends.
 19. Guides the implementation of curriculum and supports the teaching staff in order to meet school readiness goals and alignment of the Head Start Early Learning Outcomes Framework, State Early Learning Guidelines to guide curriculum and collect, analyze, and report assessment data through Practice-Based Coaching. Collects and analyzes data from the child assessments (leveling data) in Teaching Strategies GOLD to facilitate three School Readiness Goal meetings for Early Head Start.
 20. Provide comprehensive support, including appropriate strategies and follow-up to teaching staff who work directly with children experiencing social-emotional and developmental concerns. Participate in monthly staffing with Family Advocate and other team members as needed to exchange information pertinent to the child and their family. Support the teacher/caregiver to provide environments and opportunities which promote the child's growth and development for any of the developmental domains (language and literacy, health and physical development, approaches to learning, social emotional development, creative arts, science, and mathematics).
 21. Maintains certification as a CLASS reliable observer and conducts CLASS observations according to the program's schedule for professional development planning and staff reflection.
 22. Monitors the coaching and disabilities area for both programs using the program's ongoing monitoring plan and in the child plus database. Update concerns, IFSPs, IEPs, and any follow-up in the database system on a regular basis.
 23. Leads the Head Start Child Study Team (CST) to ensure children are receiving modifications, interventions, and/or referrals for evaluation. If a requirement of the CST, conduct observation and assist in collecting data. Keeps ongoing communication with district personnel regarding CST status, evaluation status, and IEP status. Documents monitoring efforts and IEPs in Child Plus regularly.

24. Guides and supports classroom staff in activities designed to address individual needs and transitions of children with disabilities including modified assignments, assistive technology, instructional adaptations, disability plans, behavior management strategies, and other areas contained in IFSP's & IEP's.
25. Coordinate the transition of children from the Birth-3 program as well as to Kindergarten. Participates in IEP (Individual Education Plan) meetings and attends transition meetings from the Part C program.
26. Meets monthly with Developmental Services for IFSP updates and any new referrals given for children birth to three years old in Early Head Start and any new applicants.
27. Encourage, support, motivate and work interactively with teachers/caregivers to develop and implement ongoing goals and action steps under the Practice Based Coaching Model.
28. Assist teachers/caregivers to structure environments, routines, and interactions that contribute to positive social-emotional outcomes for the children and families in a program.
29. Monitors staff to ensure children are being supervised at all times. Provides feedback if active supervision procedures are not being implemented, and collaborates with the Education Manager if necessary.
30. Provide appropriate professional development to staff, and parents/families as part of parent, family, and community engagement throughout the year.
31. Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the work unit.

QUALIFICATIONS

Must be able to pass a criminal history background check, complete an initial health screening and TB test as required by Head Start, Child Care Licensing, and the National Association for the Education of Young Children (NAEYC).

Education: Bachelor's degree in Early Childhood Education or related field, or equivalent.

Experience: Minimum of 2 years working with young children in a classroom setting. Knowledge and education regarding developmentally appropriate practices. Knowledge in birth-five mental health preferred.

Trained/ willing to be trained on The Practice Based Coaching Model

Excellent oral and written communication skills, competent interpersonal skills and strong organizational skills. Ability to communicate using technology, develop reports, and track data.

Ability to travel to appointments, meetings, and training sessions which may require an overnight stay.

PERFORMANCE RESPONSIBILITIES/WORKER TRAITS

Must be able to adhere to the following responsibility and possess the following traits:

a. Work a flexible schedule including some evenings

b. Work with minimal guidance

c. Ability to present a positive image of the organization to members of the community

d. Excellent interpersonal skills

e. Ability to work individually and in a team setting

f. Excellent time management skills and the ability to multi-task project

- g. Commitment to appropriate service provision for children and their families that are delivered in a culturally sensitive manner
- h. Exercise initiative and judgment in performing job
- i. Ability to understand oral and written instructions
- j. Writing ability appropriate for communication, reports and records
- k. Verbal communications to describe, explain, detail, and give instructions l. Manual dexterity sufficient to operate a computer and other office equipment, including, but not limited to, the telephone, fax machine, copier, and Ipad.
- m. Visual ability to see and read reports, documents, and records
- n. Auditory abilities capable of performing phone communication and interaction with other individuals

The usual and customary methods of performing the job's functions require the following physical demands:

I. SITTING TASKS

- A. Sitting is a frequent requirement 34 - 66% of the time.

II. WALKING TASKS

- A. Walking is an occasional but essential requirement up to 33% of the time

III. STANDING TASKS

- A. Standing is an occasional but essential requirement up to 33% of the time

IV. SPRINTING/RUNNING

- A. Sprinting/running is an occasional requirement
Example: in case of emergency

V. FLEXIBILITY

- A. Bending or twisting at the neck is an occasional requirement up to 33% of the time
- B. Bending or twisting at the trunk is an occasional requirement up to 33% of the time
- C. Squatting/stooping/kneeling is an occasional but essential requirement up to 33% of the time
- D. Reaching above the head is an occasional but essential requirement up to 33% of the time
- E. Reaching forward is an occasional but essential requirement up to 33% of the time
- F. Repeating the same hand, arm, or finger motion many times is an occasional requirement up to 33% of the time

VI. USE OF ARMS AND HANDS

- A. Manual dexterity is a frequent requirement 34 - 66% of the time
- B. Finger dexterity is a frequent requirement 34 - 66% of the time

VII. LIFTING 10 - 25 POUNDS

- A. Lifting 10 - 25 pounds is an occasional but essential requirement
- B. Lifting above the shoulders is a rare requirement

C. Lifting above the waist is an occasional but essential requirement D. Lifting above the knees is a frequent requirement

VIII. LIFTING 26 - 50 POUNDS

- A. Lifting 26 - 50 pounds is an occasional requirement up to 33% of the time
- B. Lifting items above the shoulders is a rare requirement
- C. Lifting items above the waist is an occasional but essential requirement
- D. Lifting items above the knees is a frequent requirement

9. LIFTING 50 - 75 POUNDS

- A. Lifting over 50 pounds is not a requirement

X. PUSHING AND PULLING

- A. Pushing and pulling 75 pounds and over is not a requirement
- B. Pushing and pulling 50 - 75 pounds is an occasional requirement C.

Pushing and pulling 25 - 50 pounds is an occasional requirement

XI. USE OF PROTECTIVE EQUIPMENT

- A. Booties, gloves, and other protective equipment may be required as necessary

Description Acknowledgement

I have received, reviewed, and fully understand the job description for EHS Education & Disabilities Manager/HS & EHS Coach.

I further understand that I am responsible for the satisfactory execution of the essential functions described therein, under any and all conditions as described.

Employee Name _____ Date _____

Employee Signature _____