



POSITION DESCRIPTION

Inclusion & Disabilities Specialist	
Department: Early Learning Academy, Center-Based	Status: Full Time, Non-Exempt
Reports to: Disabilities & Wellness Promotion Manager	Last Reviewed: February 2023
Titles reporting to this role: None	Next Review Date: March 2023

Position Summary:

Casa Central's Early Learning Academy provides high quality, comprehensive early childhood education services for young children, ages birth to five, and their families. The Center-Based program provides childcare and education services for children ages two to five.

The Inclusion & Disabilities Specialist assists students with disabilities, diverse learning needs, challenging behaviors, and other special needs, facilitating total inclusion in the daily curriculum and classroom activities. The Inclusion & Disabilities Specialist helps to maintain a classroom environment that is developmentally appropriate and meets the individual needs of children as mandated by federal, state, and local standards; ensures the execution of individualized Implementation and Interim Plans; and implements Conscious Discipline curriculum supports. The Inclusion & Disabilities Specialist works in close collaboration with the Disabilities & Wellness Promotion Manager to support and engage families of children with suspected and diagnosed disabilities, coordinate services, make referrals, and follow up on child and family needs.

Essential Duties and Responsibilities

Include the following, other duties as assigned:

Administrative Responsibilities:

Participate in site visits, focus groups, trainings, and meetings as indicated. Monitor and complete assigned monthly reports. Enter data and maintain database (ChildPlus). Maintain files for assigned case load. Cover meetings, staffings, and trainings in the absence of the Disabilities & Wellness Promotion Coordinator, representing Casa Central at both internal and external meetings and events.

Child Development Support:

Provide information to the team that will assist in the referral process (to Early Intervention or Chicago Public Schools) for children with suspected disabilities. Collaborate with internal team to implement interim individualized plans to support meaningful inclusion and developmental progress. Once the child's Individualized Family Service Plan (IFSP)/Individualized Education Program (IEP) is received, collaborate with teaching team in developing Implementation plan to support the child with achieving the goals outlined therein. Complete observations for children who are in the referral process, who have IEPs/IFSPs, and who have Implementation/Interim or Behavior Support plans.

Curriculum and Assessment:

Assist teaching teams with gathering documentation on children's progress to achieve developmental targets. Provide instructional support for children with suspected/diagnosed disabilities or challenging behaviors, demonstrating implementation of individualized learning experiences that support the general curriculum goals and objectives. Assist teaching teams to plan

and implement individual learning supports for assigned children. Support enrollment process by assisting with potential observations, and other screenings when appropriate.

Classroom Environment:

Assist the primary teaching staff in maintaining a classroom environment that includes positive guidance techniques that meet state and local licensing regulations and Head Start performance Standards. Model and support the implementation of Conscious Discipline. Ensure no child is left unattended. Implement Active Supervision strategies. Demonstrate instructional practices that supports CLASS, ITERS, and ECERS requirements. Ensure classroom and developmental learning spaces are clean, organized, and welcoming for children.

Referral and Follow-Up

Gather documentation to make referrals to Early Intervention or the Local Education Authority (Chicago Public Schools) for children with suspected disabilities. Follow-up to support families through the referral process. Help ensure that children are receiving needed services.

Parent Engagement:

Support parents' understanding of the referral process. Partner with families to implement activities in the home that support IEP/IFSP goals, and other interim/implementation plans. Provide parents with feedback on their child's progress. Support families using the Parents as Teachers curricular resources.

Interdisciplinary Team Participation:

Participate in meetings with the teaching teams, family development specialists, Disabilities & Wellness Promotion Manager, and other staff. Collaborate to develop, communicate, and implement Interim /Implementation plans. When available, participate in Family Child Review process, and other staffings involving assigned children and prospective children.

Professional Development:

Acquire 20 hours of continuing education annually. Develop and implement an annual professional development plan. Actively participate in Inclusion Aide reflective practice group. Participate in Reflective Supervision and Team Meetings with Disability & Wellness Manager and participate as a team member in other meetings.

Other:

Follow all mandates of federal regulations, state and local licensing, agency policies and procedures, curriculum and Standards of Conduct. Perform other duties as assigned, within the scope of the job description. Administer medication as needed (ex. Nebulizer treatment, Epipen). Support recruitment efforts for the program, with a special focus on recruiting children with diagnosed or suspected disabilities.

General Requirements:

Sensitivity to cultural diversity is required. Will be subject to pre-employment screening that includes a medical, lift and drug and alcohol screening, as well as aptitude and skills' testing, where applicable.

Education/Experience:

Minimum of an AA in ECE or related field strongly preferred; requires a minimum of a Child Development Associate (CDA) or twelve college credit hours in Early Childhood Education and at least 3 years of experience working with children with challenging behaviors, suspected and diagnosed disabilities, and diverse learning needs.

Language Skills:

Bilingual Spanish preferred.

Computer Literacy & Knowledge Skills Abilities:

Basic computer skills for activities such as completing time sheets and using incident reporting software.

Mathematical Skills

Basic mathematical skills are required.

Operating Environment and Working Relationships:

Works collaboratively and routinely with agency personnel, participants, visitors, funders, and other stakeholders. From time to time may be required to work on weekends and/or holidays.

Decision Making Authority:

Exercises discretion and sound judgment in executing tasks.

People Management

Positive communication skills with staff and families.

Remote Work/Technology (WIFI)/Mobile Phone Usage:

Not eligible for remote work. A personal mobile phone is not required and therefore not eligible for mobile phone reimbursement.

Physical Demands:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. While performing the duties of this job, the employee is regularly required to sit, talk and hear. The employee frequently is required to use hands. Must be able to lift and carry up to 25lbs.

Work Environment:

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The noise level in the work environment is usually moderate.

Disclaimer:

The statements herein are intended to describe the general nature and level of work being performed by the employee in this position. The content of this job description is not intended to be

constructed as an exhaustive list of all responsibilities, duties, and skills required of a person in this position.

I acknowledge and understand that:

Receipt of the position description does not imply nor create a promise of employment, nor an employment contract of any kind, and that my employment is at-will.

- The job description provides a general summary of the position in which I am employed, that the contents of this job description are job requirements and, at this time, I know of no limitations which would prevent me from performing these functions with or without accommodation. I further understand that it is my responsibility to inform my supervisor at any time that I am unable to perform these functions.
- Job duties, tasks, work hours and work requirements may be changed at any time.

Employee Signature/ Firma de Empleado: _____

Date/ Fecha: _____

