



DeKalb Community Unit School District 428

DeKalb CUSD 428 Job Description

Position Title: Pre-K Screening Coordinator
Department: Pre-K/ELDC.
Supervisor: ELDC Principal
Calendar: DFSA 179 days
FLSA Status: Hourly
Affiliation: DFSA
Date: January 7, 2024

Objective

The Pre-K Screening Coordinator is responsible for working with the community of parents and students to schedule and manage Pre-K screening throughout the year. The role is to communicate on behalf of the ELDC to parents about screening, enrollment, illness and special education services.. The Coordinator may support students in a classroom. The Coordinator must exercise initiative, independent judgment, confidentiality, and discretion in the performance of their duties. Work assignments are generally received with explanation of what is needed, and are then performed with a considerable degree of independence and good judgment based on knowledge and experience. This position requires bilingualism in English and Spanish.

Essential Duties and Responsibilities

Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

1. Ensures that all actions are compliant with established Board policies as well as the mission, vision and values defined by the district and Board of Education.
2. Carries out such additional duties as required or as conditions necessitate.
3. Participates in job training and professional growth opportunities in order to enhance ability to perform the essential functions of the job.
4. Communicates professionally with all individuals in a manner that reflects positively on the district.
5. Makes appropriate decisions and interacts collaboratively with a wide variety of individuals.
6. Interprets policies, procedures and rules.
7. Operates a computer to enter, retrieve, review, or modify data.
8. Utilizes current technology proficiently.
9. Demonstrates excellent verbal and written skills.
10. Works independently, including the ability to plan and implement steps to reach an objective in a given timeframe and exercise critical thinking, analysis and good judgment.
11. Tolerates ambiguity, balances priorities and sees tasks and projects through to high-quality completion.
12. Learns, interprets and explains district information.
13. Treats all colleagues, visitors, parents, and students with respect.
14. Works well under pressure.



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15. Maintains confidentiality regarding all school-related issues, and consistently exercises professional discretion.
16. Provides instructional support for students and assists assigned teachers with students and educational programs.
17. Schedule all inquiries for screening for Pre-K program. Includes speaking with parents, collecting information, mailing a packet to the parent and assigning a date for them to come to screening.
18. Contact for parents/guardians through the registration process.
19. Sets up all monthly screenings as well as community screening schedules.
20. Prepare all the materials and folders used during screening.
21. Assigns all staff that will complete the screenings.
22. Prepares all the materials for screening and sets up the classroom and building for the screening day.
23. Answer the phone in the office daily.
24. Answer the door in the office daily.
25. Communication with Spanish speaking families.
26. Assist with notifying staff when parents and buses have arrived.
27. Translates documents for the building. (Newsletters, communications, fliers).
28. Interprets at IEP meetings for bilingual families.
29. Assist in a classroom when necessary.
30. Monitor students in the office.

Qualifications

1. A valid ISBE Paraprofessional PEL.
2. Multi language fluency required (ie. Spanish fluency; additional language skills preferred or needed per school) as desired at time of initial employment
3. Crisis Prevention Intervention (CPI) Training
4. Bilingual in English and Spanish; both reading, writing, speaking and understanding.

Knowledge, Skills and Abilities

1. Ability to communicate fluently in Spanish and English, make appropriate decisions and interact collaboratively with a wide variety of individuals.
2. Ability to tolerate ambiguity; ability to balance priorities and see each through to high quality completion.
3. Ability to plan and organize to consistently meet timelines.
4. Ability to maintain confidentiality when receiving, managing and storing information; of private and sensitive nature.
5. Ability to operate a computer to enter, retrieve, review, or modify data.
6. Ability to work independently, to plan and implement steps to reach an objective in a given timeframe and exercise critical thinking, analysis and judgment.
7. Possesses skills to learn, interpret and communicate district information.
8. Ability to demonstrate excellent verbal and written skills.
9. Knowledge of current technology and ability to utilize proficiently.
10. Ability to interpret policies, procedures and rules and communicate accordingly.



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Supervisory Responsibility

None

Position TRS Eligible

No

Work Environment

This job operates in a professional office/school environment. This role routinely uses standard office computer equipment such as computers, laptops and servers.

Travel

Travel is infrequent; primarily local during the business day. .

Education and Experience

1. High School diploma or equivalent; successful completion of college credit in an accredited institution of higher learning preferred

Other Duties

Please note this job description is not designed to cover or contain a comprehensive listing of activities, duties or responsibilities that are required of the employee for this job. Duties, responsibilities and activities may change at any time with or without notice.

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.

The physical activity of this position. <i>(Please check all blocks that apply)</i>		
<input type="checkbox"/>	A.	Climbing. Ascending or descending ladders, stairs, scaffolding, ramps, poles and the like, using feet and legs and/or hands and arms. Body agility is emphasized. This factor is important if the amount and kind of climbing required exceeds that required for ordinary locomotion.
<input type="checkbox"/>	B.	Balancing. Maintaining body equilibrium to prevent falling and walking, standing or crouching on narrow, slippery, or erratically moving surfaces. This factor is important if the amount of balancing exceeds that needed for ordinary locomotion and maintenance of body equilibrium.
X	C.	Stooping. Bending body downward and forward by bending spine at the waist. This factor is important if it occurs to a considerable degree and requires full motion of the lower extremities and back muscles.
X	D.	Kneeling. Bending legs at knee to come to a rest on knee or knees.
X	E.	Crouching. Bending the body downward and forward by bending leg and spine.
<input type="checkbox"/>	F.	Crawling. Moving about on hands and knees or hands and feet.



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<input type="checkbox"/>	G.	Reaching. Extending hand(s) and arm(s) in any direction.
<input type="checkbox"/>	H.	Standing. Particularly for sustained periods of time.
X	I.	Walking. Moving about on foot to accomplish tasks, particularly for long distances or moving from one work site to another.
X	J.	Pushing. Using upper extremities to press against something with steady force in order to thrust forward, downward or outward.
X	K.	Pulling. Using upper extremities to exert force in order to draw, haul or tug objects in a sustained motion.
<input type="checkbox"/>	L.	Lifting. Raising objects from a lower to a higher position or moving objects horizontally from position-to-position. This factor is important if it occurs to a considerable degree and requires substantial use of upper extremities and back muscles.
X	M.	Fingering. Picking, pinching, typing or otherwise working, primarily with fingers rather than with the whole hand as in handling.
X	N.	Grasping. Applying pressure to an object with the fingers and palm.
X	O.	Feeling. Perceiving attributes of objects, such as size, shape, temperature or texture by touching with skin, particularly that of fingertips.
X	P.	Talking. Expressing or exchanging ideas by means of the spoken word. Those activities in which they must convey detailed or important spoken instructions to other workers accurately, loudly, or quickly.
X	Q.	Hearing. Perceiving the nature of sounds at normal speaking levels with or without correction. Ability to receive detailed information through oral communication, and to make the discriminations in sound.
<input type="checkbox"/>	R.	Repetitive motion. Substantial movements (motions) of the wrists, hands, and/or fingers.

The physical requirements of this position. (Please check only one block)

<input type="checkbox"/>	A.	Sedentary work. Exerting up to 10 pounds of force occasionally and/or negligible amount of force frequently or constantly to lift, carry, push, pull or otherwise move objects, including the human body. Sedentary work involves sitting most of the time. Jobs are sedentary if walking and standing are required only occasionally and all other sedentary criteria are met.
<input type="checkbox"/>	B.	Light work. Exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force frequently, and/or a negligible amount of force constantly to move objects. If the use of arm and/or leg controls requires exertion of forces greater than that for sedentary work and the worker sits most of the time, the job is rated for light work.
<input type="checkbox"/>	C.	Medium work. Exerting up to 50 pounds of force occasionally, and/or up to 30 pounds of force frequently, and/or up to 10 pounds of force constantly to move objects.
X	D.	Heavy work. Exerting up to 100 pounds of force occasionally, and/or up to 50 pounds of force frequently, and/or up to 20 pounds of force constantly to move objects.
<input type="checkbox"/>	E.	Very heavy work. Exerting in excess of 100 pounds of force occasionally, and/or in excess of 50 pounds of force frequently, and/or in excess of 20 pounds of force constantly to move objects.

The visual acuity requirements include color, depth perception, and field vision. (Please check only one



block)		
<input type="checkbox"/>	A.	The worker is required to have close visual acuity to perform an activity such as: preparing and analyzing data and figures; transcribing; viewing a computer terminal; extensive reading; visual inspection involving small defects, small parts, and/or operation of machines (including inspection); using measurement devices; and/or assembly or fabrication parts at distances close to the eyes.
<input type="checkbox"/>	B.	The worker is required to have visual acuity to perform an activity such as: operates machines, such as lathes, drill presses, power saws, and mills where the seeing job is at or within arm's reach; performs mechanical or skilled trades tasks of a non-repetitive nature, such as carpenter, technicians, service people, plumbers, painters, mechanics, etc.
<input type="checkbox"/>	C.	The worker is required to have visual acuity to operate motor vehicles and/or heavy equipment.
X	D.	The worker is required to have visual acuity to determine the accuracy, neatness, and thoroughness of the work assigned (i.e., custodial, food services, general laborer, etc.) or to make general observations of facilities or structures (i.e., security guard, inspection, etc.)
The conditions the worker will be subject to in this position. (Please check all blocks that apply)		
<input type="checkbox"/>	A.	The worker is subject to environmental conditions. Protection from weather conditions but not necessarily from temperature changes.
<input type="checkbox"/>	B.	The worker is subject to outside environmental conditions. No effective protection from the weather.
X	C.	The worker is subject to both environmental conditions. Activities occur inside and outside.
<input type="checkbox"/>	D.	The worker is subject to extreme cold. Temperatures typically below 32 for periods of more than one hour. Consideration should be given to the effect of other environmental conditions, such as wind and humidity.
<input type="checkbox"/>	E.	The worker is subject to extreme heat. Temperatures above 100 for periods of more than one hour. Consideration should be given to the effect of other environmental conditions, such as wind and humidity.
<input type="checkbox"/>	F.	The worker is subject to noise. There is sufficient noise to cause the worker to shout in order to be heard above ambient noise level.
<input type="checkbox"/>	G.	The worker is subject to vibration. Exposure to oscillating movements of the extremities or whole body.
<input type="checkbox"/>	H.	The worker is subject to hazards. Includes a variety of physical conditions, such as proximity to moving mechanical parts, moving vehicles, electrical current, working on scaffolding and high places, exposure to high heat or exposure to chemicals.
<input type="checkbox"/>	I.	The worker is subject to atmospheric conditions. One or more of the following conditions that affect the respiratory system of the skin: fumes, odors, dust, mists, gases, or poor ventilation.
<input type="checkbox"/>	J.	The worker is frequently in close quarters, crawl spaces, shafts, man holes, small enclosed rooms, small sewage and line pipes, and other areas that could cause claustrophobia.
<input type="checkbox"/>	K.	The worker is required to function in narrow aisles or passageways.
<input type="checkbox"/>	L.	None. The worker is not substantially exposed to adverse environmental conditions (such as in typical office or administrative work.)



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Signatures

This job description has been approved by all levels of management:

Supervisor Name: _____

Signature: _____ Date: _____

HR Representative: _____

Signature: _____ Date: _____

Employee signature below constitutes the employee's understanding of the requirements, essential functions and duties of the position.

Employee Name: _____

Signature: _____ Date: _____