

Job Title: COORDINATOR-EARLY CHILDHOOD EDUCATION

Definition:

Under the general supervision of the Assistant Superintendent of Educational Services and direct supervision of the Director, Early Childhood Education Program (ECE), this employee will provide administrative support and program management for children ages 0 to 5 years in general and special education preschool programs.

Position Summary:

The Coordinator of the Early Childhood Education (ECE) Program will work cooperatively with the Director of the ECE and Student Services departments, and the Principal of Severely Handicapped Programs to assure all programs are innovative, flexible, and operated within federal and state compliance requirements. This individual will also ensure that the law, board policies and administrative regulations are followed by all personnel when working with all students. This employee will participate in staff development activities focused on program management, compliance, and student achievement.

Essential Job Duties:

The following tasks are essential for this position. Incumbents in this classification may not perform all of these tasks or may perform similar related tasks not listed here.

1. Supervise and evaluate the programs, services and personnel in the general and special education preschool programs.
2. Collaboratively assist to develop, monitor, and evaluate the effectiveness of all special education programs and services.
3. As part of the Educational Services Department, work collaboratively to establish and maintain a comprehensive, supportive educational program for all students.
4. Coordinate the placement of students requiring special education and related services in compliance with state and federal laws, and act as liaison between programs to provide coordinated services to those students.
5. Maintain records and other systems which reflect compliance with federal and state mandates for special education accountability and documentation.
6. Coordinate District services with SELPA representatives, representing the District in SELPA activities as requested by Director.
7. Oversee the development and implementation of student Individualized Education Plans (IEPs), as well as monitor the integrity of the adopted IEP system.
8. Support the development of program-wide goals and objectives, including annual self-reviews.
9. Demonstrate a comprehensive knowledge of preschool performance standards, compliance standards, and budgetary requirements.
10. Create and present required reports and information by due dates to appropriate individuals (i.e., Board members, SELPA, etc.)
11. Participate in after school, evening, and weekend events to support the ECE program and District.
12. Work collaboratively with the Early Childhood Education (ECE) Director to ensure the cohesive workings of all general and special education programs in the ECE Department.
13. Maintain confidentiality of all information regarding staff members and enrolled families.
14. Provide training and guidance to all ECE staff members in the implementation of research-based practices related to operating a high quality preschool program.
15. Follow all program performance standards, funding terms and conditions, Title 5, Title 22 and licensing requirements (as applicable).
16. Attend and participate in administrative meetings, as necessary (i.e., Cabinet, LEAD, Educational Services LEAD, M-SET, etc.).
17. Attend and provide in-service training in collaboration with the District's Staff Development Program, as necessary.
18. Perform other related duties as assigned.

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Minimum Knowledge, Skill and Ability:

Knowledge of:

- Child development and developmentally appropriate practices
- Special Education laws and regulations
- Basic understanding of special needs children and appropriate intervention strategies
- Early Childhood Education rules and regulations
- Proper English usage, spelling, grammar, and punctuation
- Early literacy strategies

Skill and Ability to:

- Establish and maintain cooperative relationships with students, school personnel, parents, co-workers and the public.
- Take initiative and work independently with limited direction while handling multiple tasks and projects as well as follow directives from supervisors
- Demonstrate proficient office skills including the use of email, Word, Excel, office machines, and a student information database.
- Use tact, understanding, patience and courtesy when dealing with children and adults
- Communicate effectively in the English language both orally and in writing.
- Analyze situations accurately and adopt a course of action.
- Understand and be sensitive to those of culturally and linguistically diverse backgrounds.
- Demonstrate knowledge of federal and state laws regarding general and special education ECE programs.
- Demonstrate knowledge of child abuse laws and procedures.
- Apply principles and techniques of organization, administration, and personnel management.
- Demonstrate ability to meet deadlines, attend meetings and follow schedules.
- Follows all District or supervisor policies/procedures, rules, regulations, memos, bulletins, announcements and reasonable requests by proper authority.
- Flexibility to support other administrative staff when needed.
- Continue to enhance leadership qualities by attending staff development opportunities both inside and outside the District.
- Apply and create guidelines, policies, and requirements for general and special education preschool programs.
- Maintain regular attendance and accurate records in timekeeping system and use sub-finder when necessary.
- Maintains the integrity of confidential information relating to a student, family, colleague or district patron.
- Dress and groom him/herself in a neat, clean and appropriate professional manner for the assignment and work setting.

Education and Experience:

Education/Credentials:

- A current Administrative Services Credential, a Preliminary Administrative Services Credential is acceptable.
- A professional credential.
- A minimum of a Child Development Site Supervisor Permit (or working toward acquiring one within two years of entry into this position)

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Experience:

- A minimum of three years recent experience in public education instruction or program administration.
- Must have experience in a special education program within the last 5 years

Desirable Qualifications:

- Early Childhood Education certificate and/or degree in related field
- Experience in a preschool program within the last 5 years
- Ability to work cooperatively with site and district level administration, staff, and teachers
- Familiarity with Federal and State Education Code
- Intermediate computer skills
- Bilingual in Spanish
- Experience in an Early Intervention Program
- Knowledge of Emergent Literacy and research-based literacy strategies
- Valid/Current Adult/Infant First Aid and CPR certification
- Current NCI certification (Non-Violent Crisis Intervention)

Physical Requirements and Working Conditions:

- Require vision (which may be corrected) to read small print, and allows accurate observation from a distance.
- Require the mobility to stand, run, stoop, reach and bend.
- Require mobility of arms to reach and dexterity of hands to grasp and manipulate small objects.
- Perform lifting, pushing, and/or pulling which does not exceed 50 pounds and is in an infrequent aspect of the job.
- May be required to work at a computer terminal for prolonged periods
- Is subject to inside and outside environmental conditions.
- May be required to attend periodic evening meetings and/or travel within and out of District boundaries to attend meetings
- Required to complete and pass a health screening prior to being hired as a condition of employment.
- Required to have live scan fingerprinting completed and cleared prior to being hired as a condition of employment.
- Provide own transportation to different preschool sites (Must have valid California driver's license)

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PHYSICAL REQUIREMENT INFORMATION

Physical Demands:	HPD = Hrs. Per Day		
	Rarely (0 – 1.5 HPD)	Occasionally (1.5-3 HPD)	Frequently (3 – 6 HPD)
Sitting		X	
Standing		X	
Walking		X	
Bending (neck)	X		
Bending (waist)	X		
Kneeling	X		
Reaching	X		
Stooping	X		
Crawling	X		
Twisting (back & neck)	X		
Climbing	X		
Pushing/Pulling	X		
Walking on uneven ground	X		

	Lifting			Carrying		
	Rarely (0 – 1.5 HPD)	Occasionally (1.5 – 3 HPD)	Frequently (3 – 6 HPD)	Rarely (0 – 1.5 HPD)	Occasionally (1.5 – 3 HPD)	Frequently (3 – 6 HPD)
0 – 10 lbs.	X			X		
11 – 25 lbs.	X			X		
26 – 50 lbs.	X			X		
51 – 75 lbs.	X			X		

Mental Demands:	Rarely (0 – 1.5 HPD)	Occasionally (1.5 – 3 HPD)	Frequently (3 – 6 HPD)
Problem Solve			X
Make Decisions			X
Supervise			X
Interpret Data		X	
Organize		X	
Write		X	
Plan		X	
Multi-Task			X

Equipment Use:	Rarely (0 – 1.5 HPD)	Occasionally (1.5 – 3 HPD)	Frequently (3 – 6 HPD)
Telephone		X	
Copier	X		
Computer		X	
FAX Machine	X		
Radio	X		