

CAPISTRANO UNIFIED SCHOOL DISTRICT  
San Juan Capistrano, California

**DIRECTOR II, SPECIAL EDUCATION EARLY CHILDHOOD PROGRAMS AND  
SERVICES**

**DEFINITION**

Under the direction of an assigned supervisor, the Director II of Special Education Early Childhood Programs and Services is responsible for overseeing and managing all aspects of early childhood special education programs and services, which includes the Early Childhood Center, Preschool Assessment Center, and districtwide early childhood special education programs. To ensure the alignment with the Vision of a CUSD Graduate, this leadership role oversees the development, implementation, and compliance of high-quality special education services that support young children with disabilities and their families.

**EXAMPLES OF DUTIES**

- Develop, review, implement, and evaluate new and current early childhood special education programs to determine efficiency, effectiveness, and compliance with state, local, and federal regulations.
- Provide leadership and direction for early childhood special education staff, ensuring professional development and adherence to best practices.
- Oversee, evaluate and provide daily administrative support to the Early Childhood Center and Preschool Assessment Team staff and programs.
- Provide oversight of special education preschool - TK placements at school sites.
- Collaborate with school site administrators and Special Education regarding the delivery of academic, social-emotional, and behavioral services to infant - TK students with IEPs throughout the district.
- Consult with teachers, counselors, psychologists, district nurses, related service providers, and administrators regarding articulation and alignment of services.
- Participate and/or administer meetings with parents, teachers, staff members, and the general public to demonstrate or explain child development, early educational curriculum, practices, and special education preschool programs, which includes but is not limited to IEP, SST, 504, and staff meetings.
- Consult with private and public agencies and professionals regarding educational support programs for students.
- Supervise summer programs, services, and staff, such as the Preschool Assessment Center and Extended School Year at the Early Childhood Center.
- Participate in budget planning activities, and develop expenditure review and control procedures to ensure appropriate and cost beneficial/effective operations. May be responsible for managing, monitoring, and evaluating specially funded programs to ensure compliance with funding agency standards and guidelines.
- Implement and oversee an effective school wide discipline system.
- Collaborate with student and family assistance programs with outside agencies and youth services as needed.
- Coordinate and ensure the submission of special education state and federally required reports, including compliance and state quality assurance program reviews related to student support.
- Develop, submit, and manage special education early childhood grant applications, funding proposals, and contracts as necessary.

## DIRECTOR II, SPECIAL EDUCATION EARLY CHILDHOOD PROGRAMS AND SERVICES

Page 2

- Collaborate and coordinate with the Director II General Education, Early Childhood Programs and Services and site administration on implementation of preschool and TK programs and staff training.
- Maintain compliance with state and federal mandates, including IEP and IFSP, assessment, and reporting requirements.
- Provide training to administrators, certificated and classified staff, and parents/guardians in matters pertaining to Early Childhood Special Education programs and services.
- Prepare and maintain a variety of reports, records, prior written notices (PWNs), and files related to special education programs, compliance, early childhood requirements, and personnel.
- Participate in personnel management systems, including the recruitment, selection, retention, and separation of personnel.
- Oversee the planning, organization, and coordination of accountability activities, such as data compilation, storage, retrieval, and analysis, to support Multi-tiered Systems of Support (MTSS).
- Review, evaluate, purchase, and allocate instructional resources, supplies, and equipment to enhance programs and support school-wide goals.
- Perform related duties as assigned

### **QUALIFICATIONS**

#### **Knowledge of:**

- Applicable sections of the State Education Code and other applicable laws and collective bargaining agreements
- Applicable state and national advisory documents, the State and Federal Framework in all subjects taught and district curriculum standards as appropriate
- Principles, theories, practices, methods and techniques used in curriculum development and classroom instruction
- Current trends and research concerning the growth and development of school-age students
- Principles of school based management and shared decision making
- Human and community relations, conflict resolution strategies and team building principles and techniques
- Result and performance evaluation techniques pertaining to program and personnel performance effectiveness
- School improvement goals and objectives
- Child development principles and practices, with emphasis on early childhood aged students, family life education
- Multi-tiered Systems of Support (MTSS)

#### **Ability to:**

- Direct, supervise and lead the functions and activities of an Early Childhood Special Education Program for a school district
- Plan, organize, and facilitate IEP meetings
- Coordinate a comprehensive early intervention system of special education and related service support for students with IEPs
- Demonstrate effective instructional, organizational, and administrative leadership
- Read, interpret, apply, and explain rules, regulations, policies, and procedures

DIRECTOR II, SPECIAL EDUCATION EARLY CHILDHOOD PROGRAMS  
AND SERVICES

Page 3

- Supervise, evaluate and discipline subordinates
- Establish, maintain and nurture professional relationships with parents, community members, students, management, colleagues, staff and school related outside agencies
- Demonstrate organizational, time management, analytical and problem solving skills
- Effectively communicate both orally and in writing with diverse stakeholders, including families and District leadership
- Comply with the District's customer service standards, as outlined in Board Policy.

**Education:** Master's degree from an accredited college or university in a related field.

**Experience:** Five years of teaching or service credential experience, preferably in special education program settings, including two years of successful experience in a management or supervisory position.

**Credential:** Valid California Teaching or PPS Credential and Valid California Administrative Services Credential required.

**Other:** Possession of a valid California Driver's License.

05/25