

Job Title:	Early Childhood Special Education Coordinator	Job Code:	4122
Job Family:	Certified	FLSA Status:	Exempt - E
Pay Program:	Administrative	Pay Range:	L12
Typical Work Year:	10 months		

SUMMARY: Building capacity of staff who work within Early Childhood specialized programs in order for them to provide high quality programming and professional practices for our most intensive populations. Provide knowledge, guidance, and support to early childhood special education staff and classroom staff for students with special learning and behavioral challenges in the area of professional development, programming, and service delivery to increase student achievement. Provide assistance and support to the early childhood director in the development, implementation and evaluation of department and district goals.

ESSENTIAL DUTIES AND RESPONSIBILITIES: *To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

Job Tasks Descriptions	Frequency	% of Time
1. Collaborate with, coach, and train special education teams in developing appropriate opportunities for students with disabilities, including assessments to identify pathways of interest, strengths, and areas of needed growth to develop meaningful plans.	D	20%
2. Collaborate with ECE leadership team members to coach, plan, and implement professional development, facilitate team meetings, serve to provide effective alignment with Student Support Services (SSS) and building administrators for transition meetings.	W	15%
3. Ensure staff development and quality programming for students by reviewing, auditing, and evaluating documents, Individual Education Plans, and any associated Plans, in accordance with district procedures, state rules, and federal regulations.	D	15%
4. Provide leadership in the delivery of a continuum of evaluations conducted across the department including eligibility determination and initial evaluations, as well as for children referred to child find, Collaborate with team members on the placement of eligible children in the early childhood education program (ages three to five) in conjunction with the special education programming, tuition, and other programs.	W	15%
5. Provide leadership in the development, support, and monitoring of a continuum of services for students with disabilities, implementation of effective classroom strategies, as well as support effective IEP meetings.	D	10%
6. Provide effective onboarding, develop, train and coach Early Childhood Special Education Staff in new or updated district procedures, state rules, and federal regulations.	D	10%
7. Assist in data collection and analysis to validate current and prospective initiatives, including monitoring for state performance plan indicators.	Q	5%
8. Recommend funding allocations of early childhood special education supplies, materials, and equipment including assessment protocols.	M	5%
9. Perform other duties as assigned.	Ongoing	5%
TOTAL		100%

EDUCATION AND RELATED WORK EXPERIENCE:

- Master’s degree in Special Education or related field.
- Experience in administration, special education, or related field.
- Teaching or other experience working with students with significant learning and/or behavioral needs.
- Minimum of three (3) years of experience working with children under five years of age who have diverse abilities and needs.
- Experience with supervision and/or coaching of early childhood education professionals preferred.
- Early childhood experience preferred.

LICENSES, REGISTRATIONS or CERTIFICATIONS:

- Criminal background check required for hire.

- Colorado Administrator license with a Special Education Director endorsement required or must be obtained within 12 months of hire.
- Must successfully complete district training(s) for supervision of Certified and Classified staff within one (1) year of entering position.

TECHNICAL SKILLS, KNOWLEDGE & ABILITIES:

- Knowledge of evidenced-based programming and service delivery for students with unique learning needs (Special Education, At-Risk, Alternative Education.)
- Demonstrated skills in facilitation, conflict resolution, and adult learning.
- Excellent interpersonal and communication skills.
- Excellent organizational skills. Ability to manage a variety of tasks in many settings on a daily basis.
- Ability to promote and follow Board of Education policies, District policies, building and department procedures.
- Ability to communicate, interact and work effectively and cooperatively with all people, including those from diverse backgrounds. Willingness to contribute to cultural diversity for educational enrichment.
- Ability to stay current with district policy, standards and training in the areas of data quality, data privacy, and cyber-security with respect to student and staff data, and related information systems.
- Ability to recognize the importance of safety in the workplace, follow safety rules, practice safe work habits, utilize appropriate safety equipment and report unsafe conditions to the appropriate administrator.

MATERIALS AND EQUIPMENT OPERATING KNOWLEDGE:

- Operating knowledge of and experience with personal computers and peripherals.
- Operating knowledge of and experience with typical office equipment, such as telephones, copier, fax machine, E-mail, etc.

REPORTING RELATIONSHIPS & DIRECTION/GUIDANCE:

	POSITION TITLE	JOB CODE
Reports to:	Early Childhood Education Director	060508

	POSITION TITLE	# of EMPLOYEES	JOB CODE
Direct reports:	Behavior Specialists	2	5027
	ECSE, and other Special Service Providers	10-20	varies

- Supervisory responsibilities include hiring, disciplining, terminating, directing work, assigning work, training and evaluating.

PHYSICAL REQUIREMENTS & WORKING CONDITIONS: *The physical demands, work environment factors and mental functions described below 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.*

PHYSICAL ACTIVITIES:	Amount of Time			
	None	Under 1/3	1/3 to 2/3	Over 2/3
Stand		X		
Walk		X		
Sit				X
Use hands and fingers to handle and/or feel			X	
Reach with hands and arms		X		
Climb or balance	X			
Stoop, kneel, crouch, or crawl	X			
Talk			X	
Hear			X	
Taste	X			
Smell	X			

WEIGHT and FORCE DEMANDS:	Amount of Time			
	None	Under 1/3	1/3 to 2/3	Over 2/3
Up to 10 pounds			X	
Up to 25 pounds		X		
Up to 50 pounds	X			
50 to 100 pounds	X			
More than 100 pounds	X			

MENTAL FUNCTIONS:	Amount of Time			
	None	Under 1/3	1/3 to 2/3	Over 2/3
Compare			X	
Analyze			X	
Communicate				X
Copy		X		
Coordinate			X	
Instruct		X		
Compute		X		
Synthesize			X	
Evaluate			X	
Interpersonal Skills			X	
Compile		X		
Negotiate	X			

WORK ENVIRONMENT:	Amount of Time			
	None	Under 1/3	1/3 to 2/3	Over 2/3
Wet or humid conditions (non-weather)	X			
Work near moving mechanical parts	X			
Work in high, precarious places	X			
Fumes or airborne particles	X			
Toxic or caustic chemicals	X			
Outdoor weather conditions	X			
Extreme cold (non-weather)	X			
Extreme heat (non-weather)	X			
Risk of electrical shock	X			
Work with explosives	X			
Risk of radiation	X			
Vibration	X			

VISION DEMANDS:	Required
No special vision requirements.	
Close vision (clear vision at 20 inches or less)	X
Distance vision (clear vision at 20 feet or more)	X
Color vision (ability to identify and distinguish colors)	
Peripheral vision	
Depth perception	
Ability to adjust focus	X

NOISE LEVEL:	Exposure Level
Very quiet	
Quiet	
Moderate	X
Loud	
Very Loud	