



CENTRAL VERMONT SUPERVISORY UNION
Paine Mountain School District / Echo Valley Community School District
Job Description

Job Title: Coordinator of Early Childhood Programs

Reports To: Director of Special Services

FLSA Status: Exempt

JOB SUMMARY: The Coordinator of Early Childhood Programs shall provide leadership and supervision to the Supervisory Union's Pre-K programs including Essential Early Education, Universal Pre-Kindergarten, HeadStart, and other programs hosted by the supervisory union and its member school districts.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- In collaboration with site and supervisory union administrators, oversee Pre-K program curriculum, staffing, and operations.
- Collaborates with principals and educators to ensure the delivery of a high-quality Pre-K program including Essential Early Education (EEE) services.
- Provides technical assistance to classroom teachers, staff, and administration regarding learning environments, curriculum implementation at the early childhood level.
- Delivers support and guidance to Pre-K staff regarding Bright Futures Child Care System (BFIS), STARS program, TSG checkpoints, HeadStart requirements, and licensing regulations.
- Ensures compliance with all relevant Pre-K personnel regulations including staffing ratios, background checks, fingerprinting, and professional development requirements of employees.
- Assists with planning and scheduling professional development opportunities for Pre-K educators and staff.
- Provides guidance and leadership to ensure a successful transition from Pre-K to Kindergarten
- Collaborates with contracted services to ensure effective coordination of Pre-K services.
- Serves as the Local Education Agency (LEA) representative for evaluation and individualized Education Program (IEP) meetings in Pre-K, ensuring compliance with all relevant regulations.
- Coordinates services between the school system and other agencies on projects related to pre-K.
- Works in collaboration with the business office to ensure financial management of Pre-K programs.
- Ensures Pre-K programs adhere to state and federal regulations and ensures completion of all local, state and federal reports and audits.
- Collects data for child identification, child count, and student progress evaluations in Pre-K.
- Selects service delivery model, curriculum guides, projects and the activities of the program to ensure a quality instructional program.
- Serves as a public relations liaison between the Supervisory Union's early education programs and parents, the greater school community and government.
- Assists in the selection of materials and equipment for early education programs.
- Provides program assessments and staff/volunteer evaluations to ensure adherence to core principles and established outcomes
- Participates in local, state, and national activities designed to improve early education.
- Conducts ongoing assessment of interagency collaboration and agreements.
- Assists in the development, implementation and evaluation of training opportunities for parents and service providers.
- Creates new projects, services, training programs and initiatives based on assessed needs of children and service providers that are consistent with the mission, goals, core principles and expected outcomes of assigned early education programs.
- Develops and supports ongoing mentoring and apprenticeship opportunities.
- Performs other duties as assigned.

- Manages subordinate supervisors and supervises volunteers, professional and support staff. Is responsible for the overall direction, coordination, and evaluation of the early education programs. Carries out supervisory responsibilities in accordance with the organization's policies and applicable laws.
- Responsibilities include interviewing, hiring, and training employees; planning, assigning, and directing work; appraising performance; rewarding and disciplining employees; addressing complaints and resolving problems.

PROFESSIONAL EXPECTATIONS:

- Interpersonal Skills. Effectively works with others, including those with opinions or beliefs different from their own. Interacts with others in a friendly, tactful and positive manner. Treats others with dignity and respect. Builds constructive and supportive relationships with peers. Helps to create an inclusive work environment. Attempts to understand others points of view and is open to new ideas.
- Team Player. Contributes to building a positive team spirit. Proven ability to work cooperatively and effectively as part of a team. Ability to work cooperatively and effectively with peers, subordinates, supervisors, parents, and outside agencies.
- Organizational/Planning Skills. Strong organizational skills that reflect the ability to prioritize multiple tasks seamlessly with excellent accuracy & attention to detail.
- Flexibility/Adaptable: High degree of personal adaptability and flexibility; open to and embraces change towards the improvement of the systems. Open to new ideas and tasks without resistance; able to deal with new situations well. Versatile and capable of handling diverse assignments. Able to effectively accept constructive criticism.
- Motivation/Self-Direction: Has a personal drive to succeed. Proven ability to work effectively without specific direction, and with minimal supervision. Driven to identify and implement improvements to systems and practices to increase efficiency and effectiveness.
- Emotional Maturity: Able to effectively handle conflict and stress; able to remain calm and professional when challenged or when others disagree.
- Attitude/Personality/Style: Friendly, helpful and positive disposition; presents a professional image; patient and understanding; takes pride and personal ownership in work; responsive to the needs of others; enthusiastic; good sense of humor; positive outlook and able to see the good in every situation; honest and direct; transparent.
- Attendance/Punctuality: Is consistently at work and on time; ensures work responsibilities are covered when absent; arrives at meetings and appointments on time; commits to working overtime when needed to meet deadlines. Follows established leave requesting and reporting protocols.
- Problem Solving Skills: Approaches problems in a positive manner. Views impediments as solvable challenges. Able to identify practical solutions to problems. Able to resolve issues in a fair, equitable and timely manner.
- Organizational Support: Follows district policies and procedures, rules of conduct, behavior expectations and chain of command. Promotes/presents a positive image of the school/district.
- Dependability: Follows instructions and responds to management direction; Responds to requests for service and assistance; Takes responsibility for own actions. Completes tasks on time or notifies the appropriate person with an alternate plan. Follow through on commitments.
- Job Knowledge: Demonstrates a working knowledge and understanding in the areas of responsibility. Acquires needed skills and knowledge with little reluctance, continuing to grow knowledge base to remain current with new developments and industry best practices.

QUALIFICATIONS:

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.

- Education and Experience: Bachelor's Degree in Early Education or Early Childhood Special Education is required. Three years of Pre-K teaching experience and/or administrative experience is required.

- **Certifications and Licenses:** Valid Vermont Teaching license with endorsements in Early Education or Early Childhood Special Education required. Vermont Early Childhood Program Director Certificate or equivalent established by the Child Development Division of the Vermont Department of Children and Families required.
- **Language Skills:** Ability to read, analyze, and interpret periodicals, professional journals, procedures, or governmental regulations. Ability to write reports, correspondence, and procedure manuals. Ability to effectively present information and respond to questions from parents, individuals and groups from the greater school community is essential.
- **Mathematical/Reasoning Skills:** Ability to work with basic and advanced mathematics concepts such as addition, subtraction, fractions, probability and statistical inference is essential. Applies concepts such as fractions, percentages, ratios, and proportions to practical situations. Ability to define problems, collect data, establish facts, and draw valid conclusions. Ability to interpret a variety of instructions in mathematical or diagram form and deal with several abstract and concrete variables.
- **Computer Skills and Experience:** Ability to learn and utilize Microsoft Office, Google Suite (email, calendar, docs, sheets), grading, student information, assessment systems, and new software programs as systems upgrade.
- **Other Skills and Abilities:** Some knowledge of government funding requirements and the ability to apply knowledge of current research and theory in specific field is required. An ability to establish and maintain effective working relationships with students, staff, volunteers and the community is essential. Demonstrated ability to communicate clearly and concisely both in oral and written form is required. An ability to perform duties with awareness of all district requirements and Board policies is important.
- **Communication & Interpersonal Skills:** Ability to effectively, efficiently and regularly communicate and work cooperatively with a variety of individuals, including students, peers, subordinates, supervisors, parents, and representatives of outside organizations. Ability to effectively resolve conflicts and handle stress. Have demonstrated experience successfully supporting diverse students, including students of color, English Language Learners, and LGBTQ+ students.

PHYSICAL DEMANDS:

Physical ability to perform the essential functions of the job as outlined above, in addition to the following: Under most circumstances, while performing the duties of this job, the employee is frequently required to stand; walk; and sit. The employee is regularly required to see, talk and hear. The employee is regularly required to use hands. The employee is occasionally required to reach with hands and arms; climb steps; stoop, kneel, or crouch. Employees are regularly required to handle stressful situations and resolve conflicts. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and ability to adjust focus.

WORKING CONDITIONS:

While performing the duties of this job, the employee is occasionally exposed to outside weather conditions. The noise level in the work environment is usually moderate.

EQUAL OPPORTUNITY EMPLOYER:

Central Vermont Supervisory Union is committed to maintaining a work and learning environment free from discrimination on the basis of race, color, religion, national origin, pregnancy, gender identify, sexual orientation, marital/civil union status, ancestry, place of birth, age, citizenship status, veteran status, political affiliation, genetic information or disability, as defined and required by state and federal laws. Additionally, we prohibit retaliation against individuals who oppose such discrimination and harassment or who participate in an equal opportunity investigation.

Our organization is committed to building a diverse team that represents the students we serve. We welcome applications from people of color, people from the LGBTQ+ community, and individuals with disabilities.

DISCLAIMER:

The above statements are intended to describe the general nature and level of work being performed by people assigned to this classification. This is not an exhaustive list of all responsibilities, duties, and skills required. All employees may be required to perform duties outside of their normal responsibilities from time to time, as needed.