

SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT
Position Description

TITLE:	Coordinator, Early Childhood / Special Education Inclusion	REPORTS TO:	Assigned Supervisor
DEPARTMENT:	Educational Services/ Special Education	CLASSIFICATION:	Certificated Management
FLSA:	Exempt	WORK YEAR:	225 Days
BOARD APPROVAL:	February 21, 2023	SALARY:	Tier IV Management Salary Schedule Range E5

SUMMARY: Under the direction of the assigned supervisor, the Coordinator, Early Childhood/Special Education Inclusion provides support, consultation and training to assist with all early childhood education programs within the District for the purpose of implementing transitional kindergarten and facilitating the development of the District's California State Preschool Program (CSPP), infant/toddler program, and preschool Special Education programs. The Coordinator plans, organizes, and coordinates the implementation, operations, activities, educational services, early learning workforce development, and support functions of the District's Universal Pre-Kindergarten (UPK) program, including leading and facilitating professional learning sessions, coordinating communications, and providing information and resources to meet program needs, enhance existing early learning programs, and support the implementation of UPK across the District.

REPRESENTATIVE DUTIES: Incumbents may perform any combination of the essential functions shown below. Duties may vary from site to site. This position is not intended to be an exhaustive list of all duties, knowledge or abilities associated with this classification, but is intended to accurately reflect the principal job elements.

Essential Duty = E

Provide leadership in the development of the district's UPK program by planning, organizing and implementing the early childhood programs, operations, services and activities that impact all district early childhood programs. **E**

Provide consultation and professional learning activities to teachers, administrators, extended care providers and support staff to enhance the educational effectiveness of UPK. **E**

Develop and maintain knowledge of best practices in fields of early childhood education and special education, including implementation of the CA Preschool Learning Foundations. **E**

Provide coordination, leadership, technical assistance, and support to the District's early learning classes by attending Contra Costa County Office of Education (CCCOE) meetings/trainings with local districts/schools. **E**

Oversee and develop the District's Early Childhood Program from Infant through Transitional Kindergarten (e.g., Special Education Program for Infants/Toddlers (SITES), Preschool Special Education Program, CA State Preschool Program (CSPP), Transitional Kindergarten). **E**

Support teachers, principals and District administrators in their efforts to include students in all educational environments. **E**

Plan, organize and conduct ongoing staff development for teachers and support staff in the area of differentiation, Universal Design for Learning (UDL) and play-based learning. **E**

Help assess classroom and program needs and assist with planning strategies for systemic/process improvement and development in the areas of early childhood education, disabilities and mental health. **E**

Provide guidance and support to special education staff regarding the implementation of student Individualized Education Programs (IEPs) and support school sites to ensure compliance with the IEP process. **E**

Coordinate with school principals regarding caseloads, schedules, curriculum needs and completion of the statewide assessment. (i.e., DRDP: Desired Results Developmental Profile). **E**

Plan, coordinate and conduct parent education events and endeavors. **E**

Collaborate with transitional kindergarten (TK) teachers to ensure all requirements regarding the expansion of TK are in compliance with statute. **E**

Coordinate professional development and/or training for TK certificated and classified staff, including training on Preschool Learning Foundations, effective TK classroom practices with young students, play-based learning, curriculum, and proper maintenance of student/staff ratios. **E**

Supervise the District's Special Education infant/preschool programs by providing oversight and coordination with the Preschool Assessment Team, San Ramon Infant Toddler Early Start (SITES), and Preschool Special Education Programs (i.e., classrooms, Speech and Language, CEIA, etc.). **E**

Collaborate with clerical support staff for admissions and eligibility of students to ensure classes comply with all state and county requirements. **E**

Performs other related duties as assigned.

MINIMUM QUALIFICATIONS

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The qualifications listed in this document are the minimum qualifications required in order to successfully be considered and hired for the position.

TRAINING, EDUCATION AND EXPERIENCE:

Valid California Administrative Services Credential or current enrollment in a California administrative services credential program with intern eligibility. Prior successful certificated experience in early childhood education and/or in Special Education programs is preferred.

LICENSES AND OTHER REQUIREMENTS:

Valid California Administrative Services Credential
CLAD and/or BCLAD Certificate
Valid California Driver's License

TECHNOLOGY, EQUIPMENT AND TOOL SKILLS:

Proficient ability to use a personal computer; software and databases specific to the District, Internet, and relevant online applications. Knowledge of and ability to proficiently use contemporary software applications and online resources relevant to the essential duties of the position. Ability to proficiently use modern office equipment and communications devices.

KNOWLEDGE, SKILLS AND ABILITIES: The requirements listed below are representative of the knowledge, skill and/or ability required.

KNOWLEDGE OF:

Early childhood curriculum, including best practices in TK and play-based learning.
Students with special needs and implementation of the IEP process.
Preschool Learning Foundations through Kindergarten Standards.
Developmentally-appropriate practices in Early Learning.

Current research and trends related to early care and education.
California's implementation of UPK and expanded TK programs.
Planning, organization, coordination and implementation of the operations, activities, educational services, and support functions of assigned subject areas and programs.
Practices and procedures involved in the development and implementation of program services, goals, objectives, plans, strategies, standards, projects, processes, and procedures, based on a model of continuous improvement.
Instructional techniques and strategies related to assigned programs.
Local, State, and federal standards and requirements governing assigned programs.
Policies and objectives of assigned programs and activities.
Best practices regarding development and implementation of staff/professional development activities.
Applicable laws, codes, regulations, policies, and procedures.
Interpersonal skills using tact, patience, and courtesy.
Operation of a computer, assigned software, and other technology related to assigned programs.

ABILITY TO:

Train staff, visit preschool classes regularly, and attend relevant County and State meetings.
Develop training and presentations.
Communicate effectively, both orally and in writing.
Meet with individuals and groups to provide information, explain programs, and address problems or issues.
Encourage community involvement and partnering with outside agencies (i.e., CCCOE, First 5, CARE Parent Network, CPIN, etc.) in assessing and evaluating programs, needs and services.
Develop, facilitate, and maintain an Early Childhood Advisory Committee to provide input and recommendations concerning program needs, assessment, program development, and participant involvement.
Assist in marketing District early learning programs to the broader community.
Work collaboratively and harmoniously with all individuals in the execution and completion of assigned areas of responsibility.

LANGUAGE SKILLS:

Ability to read, write and speak in English. Ability to read and interpret documents such as safety rules and regulations, instructions and procedure manuals, including policies and procedures; to write complex and detailed reports and correspondence; to speak effectively one-one and/or before internal and/or external groups.

<p>PHYSICAL DEMANDS AND WORK ENVIRONMENT: The physical demands and the work environment characteristics described here are representative of those that an employee encounters while performing the essential function of this job and must be met by the employee to successfully perform the essential function of the job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.</p>
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WORKING CONDITIONS:

Indoor work environment, with frequent interruptions.
Driving a vehicle to conduct work

PHYSICAL ABILITIES:

Consistent mental alertness; sitting or standing for extended periods of time; occasional lifting, carrying, pushing, and pulling objects up to 25 pounds; bending and twisting at the waist, reaching overhead, above the shoulders and horizontally; dexterity of both hands and fingers while performing duties; seeing to read, write and use the computer; hearing and speaking to exchange information, in person or on the telephone.

OTHER QUALIFICATIONS:

Must successfully pass the District's pre-employment fingerprinting, TB testing and mandated training.

APPROVALS:

Keith J. Rogenski

2/23/23

Keith Rogenski
Assistant Superintendent, Human Resources

Date

[Signature]

2/22/2023

John Malloy, Ed.D.
Superintendent

Date