

## JOB DESCRIPTION

<b>POSITION TITLE:</b>	Coordinator, EI/ECSE Services Program
<b>DEPARTMENT &amp; PROGRAM:</b>	Early Learning, Early Intervention / Early Childhood Special Education
<b>WORK YEAR:</b>	240-days   12 Months
<b>SALARY   PLACEMENT:</b>	Range 9
<b>SUPERVISED BY:</b>	EI/ECSE Program Assistant Director
<b>ASSOCIATION:</b>	Meet & Confer   Non-Represented
<b>FLSA STATUS:</b>	Exempt

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### GENERAL DESCRIPTION OF THE POSITION:

The Coordinator manages assigned components of Early Intervention Early Childhood Special Education services and supervises employees of assigned programs. The Coordinator assists in compliance with state and federal standards and mandates pertaining to Early Intervention and Early Childhood Special Education. The Coordinator follows and supports ESD policies and procedures, performs other duties as may be assigned, and works cooperatively and harmoniously with clients, co-workers, the Director, community agency personnel, and supervisors.

### ESSENTIAL FUNCTIONS:

1. Manages the planning and delivery of assigned components of early intervention and early childhood special education services, including Child Find, IFSP development, year-round services and extended school year, and ensures service delivery in natural environments, typical settings, and the least restrictive environment
2. Designs, plans, and revises service delivery models to ensure compliance with law requirements, policy and best educational practice, while supporting the needs of local districts in cooperation with the Director and program staff
3. Supervises and evaluates the performance of personnel as assigned by the Director, including licensed and professional staff; supervises the evaluation of educational assistants and paraprofessionals
4. Given guidelines and priorities, develops initial budget and manages expenditures within the adopted budget
5. Supervises and makes decisions that affect the daily operation of the program and quality of services provided
6. Provides leadership to the assigned program advisory committee(s)
7. Administers the labor contracts within the program
8. Facilitates due process procedures and mediation related to the provision of services under state and federal regulations
9. Recommends program specific procedures, produces guidance and directives, and provides systems of oversight to monitor compliance with program procedures
10. Assists in planning for the development and evaluation of the early childhood programs with the Director and program staff
11. Coordinates and participates in the recruitment, selection, and assignment of program personnel
12. Leads instructional improvement, orientation of new staff, and professional development of program personnel in consultation with the Director
13. Communicates regularly with staff, clients, and partner agencies
14. Develops and maintains positive working relationships with parents, local school districts, and community partner agencies in the best interest of the program
15. Supervises the maintenance of accurate records including student education files, applicable personnel documents, and fiscal records
16. Informs Director of issues that may impact the EI/ECSE program, ESD, or local school districts

### ADDITIONAL FUNCTIONS:

1. Follows and supports district and program values, policies, procedures and requirements
2. Works cooperatively and harmoniously with families, co-workers, supervisors, and community partners of diverse backgrounds
3. Maintains professional and technical knowledge by participating in professional development activities
4. Maintains regular communications including checking and replying to work email on a regular daily basis
5. Maintains regular and punctual attendance
6. Performs other duties as may be assigned

*The description contained herein reflects general details as necessary to describe the principle functions of this job, the level of knowledge and skill typically required, and the scope of responsibility, but should not be considered an all-inclusive listing of work requirements. Individuals may perform other duties as assigned, including work in other functional areas to cover absences or relief, to equalize peak work periods or otherwise to balance the workload. Employees who hold this position may be asked to perform other duties as assigned.*

**ESSENTIAL COMPETENCIES:**

1. **CULTURAL RESPONSIVENESS:** Actively demonstrates a commitment to supporting equity and inclusion, and serves as an advocate with colleagues, partners, and communities.
2. **ACCOUNTABILITY:** Takes responsibility and ownership for successfully accomplishing work and agency objectives, and delivering results. Sets high standards of shared performance for self and others.
3. **ACCURACY AND ATTENTION TO DETAIL:** Ensures work is thoughtfully completed, accurate, and error-free to the highest degree possible.
4. **PLANNING, ORGANIZATION, AND PRIORITIZATION:** Assesses the work to be performed and considers how it should be organized and accomplished, with appropriate priorities and realistic time parameters.
5. **RECORDKEEPING AND DOCUMENTATION:** Gathers, organizes, and maintains records, following confidential information and security protocols as needed. Accurately documents relevant/essential actions, processes, and practices.
6. **TEAMWORK:** Works collaboratively with others to achieve shared goals and make decisions.
7. **COMMUNICATION:** Maintains a high standard of written and verbal communication skills, and ability to present to diverse audiences, specifically individuals of differing abilities and racially, ethnically, and socioeconomically diverse communities.

**MINIMUM QUALIFICATIONS:**

1. Master's degree in Early Intervention/Early Childhood Special Education, Special Education, or related field
2. Appropriate administrative licensure as required to supervise assigned licensed staff
3. Five years of successful experience working in the field of Early Intervention/Early Childhood Special Education as a licensed or professional service provider
4. Three years of recent successful administrative experience including supervision and evaluation of licensed and classified staff
5. Working knowledge of current state and federal laws, policies, administrative rules and instructional practices for children with developmental delays aged birth to entry into kindergarten in order to comply with IDEA requirements
6. Demonstrated knowledge of model, curriculum development and program design for children with developmental delays aged birth to entry into kindergarten
7. Demonstrated ability to develop sound and cost effective fiscal plans and manage resources
8. Demonstrated ability to facilitate groups in meetings and workshop settings
9. Demonstrated ability to effectively delegate roles and responsibilities to subordinates
10. Demonstrated ability to apply current research and best practice within the field of early intervention and early childhood special education to the delivery of high quality services
11. Valid driver's license, driving record acceptable to agency carrier, and own transportation
12. Written and oral communication skills sufficient to perform essential functions
13. Physical and mental attributes sufficient to perform the essential functions

**WORKING CONDITIONS:**

1. Travel required delivering services in multiple sites during day and week throughout the areas served by program
2. Work settings vary from ESD offices, ODE, schools, school districts and stakeholder locations
3. Travel modes can include the use of public transportation
4. Some evenings and weekends may be required for program events

**EQUIPMENT USED:**

1. Personal Vehicles

**PHYSICAL JOB TASK REQUIREMENTS:**

The physical requirements checked are essential to successfully performing the duties associated with this position.

- Light work.** Light work involves lifting no more than 20 pounds at a time with frequent lifting or carrying of objects weighing up to 10 pounds. Even though the weight lifted may be very little, a job is in this category when it requires a good deal of walking or standing, or when it involves sitting most of the time with some pushing and pulling of arm or leg controls. To be considered capable of performing a full or wide range of light work, you must have the ability to do substantially all of these activities. If someone can do light work, we determine that he or she can also do sedentary.

Never	Rare / Intermittent	Occasionally	Frequently	Continuously
Not At All	Less than 1 hour or 1- 5% per day	1 – 3 hours per day or 6 – 33% per day	3 – 6 hours per day or 34 – 66% per day	6 – 8 hours per day or 67 – 100% per day

<b>Lifting (X = REQUIRED)</b>										
Lifting students who have physical impairments and are unable to assist. All students regardless of their size and weight are lifted by two people with the total weight of the student not evenly distributed between the two. Students weighing over 50 pounds will be lifted using a mechanical lift.										
01-30 lbs		Never		Rare		Occasionally	X	Frequently		Continuously
26-50 lbs		Never		Rare	X	Occasionally		Frequently		Continuously
> 50 lbs	X	Never		Rare		Occasionally		Frequently		Continuously

<b>Employee may need to: (X = REQUIRED)</b>										
Bend		Never		Rare		Occasionally	X	Frequently		Continuously
Climb	X	Never		Rare		Occasionally		Frequently		Continuously
Crawl	X	Never		Rare		Occasionally		Frequently		Continuously
Drive		Never		Rare	X	Occasionally		Frequently		Continuously
Kneel		Never	X	Rare		Occasionally		Frequently		Continuously
Reach (above shoulder)		Never		Rare	X	Occasionally		Frequently		Continuously
Reach (forward)		Never		Rare	X	Occasionally		Frequently		Continuously
Sit		Never		Rare		Occasionally		Frequently	X	Continuously
Squat		Never	X	Rare		Occasionally		Frequently		Continuously
Stand		Never		Rare		Occasionally	X	Frequently		Continuously



Twist		Never		Rare	<input checked="" type="checkbox"/>	Occasionally		Frequently		Continuously
Walk		Never		Rare	<input checked="" type="checkbox"/>	Occasionally		Frequently		Continuously
Run	<input checked="" type="checkbox"/>	Never		Rare		Occasionally		Frequently		Continuously
Stairs		Never	<input checked="" type="checkbox"/>	Rare		Occasionally		Frequently		Continuously
Lying Down	<input checked="" type="checkbox"/>	Never		Rare		Occasionally		Frequently		Continuously
<b>Hands may be used for: (X = REQUIRED)</b>										
Grasping		Never	<input checked="" type="checkbox"/>	Rare		Occasionally		Frequently		Continuously
Pinching		Never	<input checked="" type="checkbox"/>	Rare		Occasionally		Frequently		Continuously
Finger Manipulation		Never	<input checked="" type="checkbox"/>	Rare		Occasionally		Frequently		Continuously
<b>Wrists may be used for: (X = REQUIRED)</b>										
Twisting/Turning		Never	<input checked="" type="checkbox"/>	Rare		Occasionally		Frequently		Continuously
<b>Pushing/Pulling: (X = REQUIRED)</b>										
01-30 lbs		Never		Rare	<input checked="" type="checkbox"/>	Occasionally		Frequently		Continuously
31-50 lbs		Never	<input checked="" type="checkbox"/>	Rare		Occasionally		Frequently		Continuously
> 50 lbs	<input checked="" type="checkbox"/>	Never		Rare		Occasionally		Frequently		Continuously
<b>Carrying: (X = REQUIRED)</b>										
01-30 lbs		Never		Rare	<input checked="" type="checkbox"/>	Occasionally		Frequently		Continuously
Description	Objects carried, for a maximum distance of 30 feet, include school supplies, teaching materials, and food items.									
31-50 lbs		Never	<input checked="" type="checkbox"/>	Rare		Occasionally		Frequently		Continuously
Description										
> 50 lbs	<input checked="" type="checkbox"/>	Never		Rare		Occasionally		Frequently		Continuously
Description										

**MENTAL JOB TASK REQUIREMENTS:**

The mental functions checked are essential to successfully performing the duties associated with this position.

**X = Requirement |  = Not Required**

**REASONING ABILITY:**

- X Complete routine, repetitive tasks with simple instructions
- X Follow detailed instructions that require few changes
- X Follow detailed procedures with several potential variables
- X Accurately interpret behaviors and nonverbal communication and act on decisions
- X Demonstrate logical or deductive thinking
- X Provide creative, innovative solutions to job problems

**CALCULATIONS:**

- X Perform simple copying, addition, counting, subtraction
- X Perform multiplication and division
- Understand the metric system and conversions
- X Manipulate fractions, decimals, and percentages
- X Understand and use statistics
- X Understand and use charts and graphs
- Understand and use advanced mathematics
- Understand the theoretical application of statistics and complex math

**LANGUAGE:**

- X Read and understand product labels, policies written at the 10th grade level
- X Follow verbal or demonstrated instructions
- X Explain simple directions, copy data from one form to another
- X Complete form letters or answer routine correspondence
- X Compose correspondence independently
- Read and interpret complex technical material
- Speak and understand a second language
- X Prepare complex reports and documents
- X Speak with individuals and small groups in an articulate manner
- X Speak at meetings and before groups in an articulate manner using prepared materials and on a spontaneous basis

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By signing below, I indicate that:

1. I have been given the opportunity to thoroughly read the job description above,
2. I understand that I may request an accommodation to perform the essential functions of the position, and
3. I can perform the essential functions of this position without accommodation.

Print Name: \_\_\_\_\_

Signature: \_\_\_\_\_ Date \_\_\_\_\_

*Clackamas Education Service District is proud to be an equal opportunity workplace. We respect and seek to empower each individual and support the diverse cultures, perspectives, skills and experiences within our workforce along with the students and families that we serve.*