Special Education Early Learning & Elementary Coordinator

POSITION SUMMARY

The Special Education Early Learning & Elementary Coordinator provides leadership, supervision, and coordination of special education services for children ages 3-4 within an early learning environment and for children who receive special education services from kindergarten through grade 4 at Pond Cove Elementary School. The Special Education Early Learning & Elementary Coordinator will ensure that special education eligible children, starting at age 3, will have access to a Free Appropriate Public Education (FAPE). As Cape Elizabeth expands its responsibility for early childhood special education services, this role will lead Child Find activities and coordinate the special education referral, evaluation, and service delivery process for children starting at age 3 through grade 4. The Special Education Early Learning & Elementary Coordinator will ensure high-quality, developmentally appropriate programming aligned with district priorities and state and federal requirements. Working collaboratively with community based partners, building administrators, district leadership, special education teams, service providers and families, the Coordinator will support inclusive practices and seamless transitions into early learning and elementary environments promoting positive educational, developmental, and social-emotional outcomes for young learners.

QUALIFICATIONS

Education/Certification:

? Master's degree in Special Education or Educational Leadership with a concentration in special education administration preferred.
? Maintains, or is eligible for, one of the following:
    ? Administrator of Special Education (030)
    ? Assistant Administrator of Special Education (035)
    ? State of Maine Administrator Certificate (030)
    ? Teacher of students with disabilities (282 or 282b)

Special Knowledge/Skills:

? At least 5 years of successful teaching experience of students with disabilities ages 3-5 or at the elementary level.
? Strong knowledge of early childhood development and early learning instructional best practices.
? Understanding of Child Find processes, FAPE requirements, and IDEA regulations for identified children
? Thorough knowledge of Special Education regulations
? Knowledge of elementary education and proven ability to work with general education learning systems and the special education system
? Experienced with supervision of Educational Technicians and participating/leading/supporting special education teachers
? Ability to work with a variety of organizations and stakeholders across the early learning system within Cape Elizabeth and Southern Maine
? Strong leadership, communication, and organizational skills
? Excellent written and oral communication skills
? Has the ability to interact positively and collaboratively with a variety of related service providers, educational staff, Administration, students and families
? Firm understanding of Mainecare billing procedures
? Experience with the use special education data base systems such as CINC and Adori

? Successful background, criminal records, fingerprinting and reference check
? Commitment to equity, inclusion, and developmentally appropriate practices.

ESSENTIAL DUTIES AND RESPONSIBILITIES

Program Supervision and Coordination:

? Supervise and support special education programming and services for children starting at age 3 through grade 4 at Pond Cove Elementary School
? Provide supervision and evaluation of special education teachers and related service providers in coordination with the Assistant Superintendent/Director of Special Education
? Ensure implementation of developmentally appropriate special education practices for children ages 3 through grade 4 at Pond Cove Elementary School
? Monitor program quality, classroom environments, and instructional practices
? Assist with scheduling, staffing coordination, and program operations as assigned

Special Education, Child Find & FAPE Responsibilities:

? Serve as the district administrative representative at early learning & elementary special education meetings, including referral, eligibility determinations, annual IEP team meetings and transition meetings, with authority to commit district resources and ensure provision of FAPE
? Serve as the district lead for Child Find activities for children ages 3 through grade 4 within Cape Elizabeth, ensuring timely identification, referral, and follow-up for children with suspected developmental delays or disabilities
? Coordinate the early learning special education process, including referrals, evaluations, eligibility determinations, and transitions into services
? Ensure the district meets its obligations to provide FAPE to eligible children starting at age 3 in accordance with IDEA and Maine Department of Education requirements
? Serve as a primary point of contact for early learning & elementary special education services, supporting communication among families, service providers, and school teams
? Support compliance with all state and federal regulations related to early learning & elementary special education programming

Leadership, Collaboration and Family Engagement:

? Oversee Family Engagement for special education students starting at age 3 through grade 4 at Pond Cove Elementary School
? Serve as a liaison between community based partners and district and building administrators
? Collaborate with special education teams to support inclusive practices and compliance with IDEA requirements
? Foster positive relationships with families, community agencies, and early learning community based partners
? Support family engagement efforts by providing guidance, resources, and communication related to early learning special education programming and services

Professional Development Instructional Support:

? Plan, provide, and coordinate professional learning opportunities for early learning special education and elementary special education staff
? Support continuous instructional improvement through coaching, modeling, and feedback
? Stay current on best practices, research, and trends in special education early learning and elementary special education
? Share relevant research, resources, and professional learning opportunities with staff and administrators

Operations, Compliance & Communication:

? Assist with data collection, reporting, and documentation related to special education early learning and elementary programming
? Maintain Special Education Compliance in all areas
? Maintain current knowledge of early learning standards, licensing requirements, and educational regulations
? Participate in district meetings, committees, and professional learning communities as required (including at night and during the summer)
? Perform other duties as assigned by building or district administration
? Maintain and manage early learning and elemenatry special education budget

Legal and Ethical Duties:

? Maintains confidentiality regarding student, staff, and school records
? Demonstrates respect for the legal and human rights of students, staff, and families
? Follows all district health and safety procedures
? Arrives and departs punctually, notifying appropriate personnel about absences and coverage
? Upholds professional ethics, dependability, and fairness in all duties and relationships
? Ensures compliance with all applicable state and federal education laws and mandates, including IDEA

REPORTS TO:

Assistant Superintendent/Director of Special Education

WORKING CONDITIONS

Mental Demands:

Calculating, comparing, editing, problem-solving, evaluating, interpreting, organizing, consulting, analyzing, planning, designing, documenting, specifying, coordinating, implementing, presenting

Physical Demands:

The physical demands listed here are representative of those that are required to successfully perform the essential functions of this job: sitting, walking, climbing stairs, operating computers and other equipment, using tools, and lifting or moving up to 50 pounds.

Environmental Conditions:

Inside, working around moving objects, working alone

TERMS OF EMPLOYMENT:

Twelve month year, with actual salary, benefits and work year set by the Board of Education through contract negotiations and appropriate policies.

EVALUATION:

The basis of the evaluation will be the extent to which the performance responsibilities of the job are successfully handled and the extent to which yearly action plans and job goals are met. The Assistant Superintendent/Director of Special Education will perform the evaluation.

NOTE: The above job description reflects the general requirements necessary to describe the principal functions or responsibilities of the job identified and shall not be interpreted as a detailed description of all work requirements that may be inherent in the job, either at present or in the future.

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