

North Kingstown School Department

FUNCTIONAL JOB DESCRIPTION

Job Title:	Early Childhood Supervisor
Department:	PPS
Reports to:	Building Principal and the Director Pupil Personnel Services(PPS)
Supervises:	Supervises and evaluates preschool teachers, paraprofessionals, child outreach and Parents as Teachers staff in concert with building principal and PPS Office

Description of job:

SUMMARY OF RESPONSIBILITIES:

1. Overall responsibility for directing and administering the process for evaluating special education preschool referrals including community outreach, early intervention and other sources of referral. Serve as LEA representative and chair all preschool Evaluation Team meetings. Coordinate and direct all IEP meetings for all preschool students in the district. Direct and coordinate the Extended School Year PK program for the district. Supervise and evaluate preschool teachers and paraprofessionals in concert with the building principal. Oversees the Child Outreach program and Parents as Teachers. Facilitates transition from Preschool to Kindergarten.

ESSENTIAL FUNCTIONS:

2. As district LEA representative, chair all preschool Evaluation and IEP Team meetings in the district.
3. Attend all RIDE state level workshops, trainings, and information sessions relating to pre-school regulations, practices and initiatives.
4. Develops a PK manual reflecting all practices, policies and state standards.
5. Meet with the Child Outreach Coordinator weekly.
6. Conduct parent surveys as needed.
7. Meet with the Parent Advisory Board as needed.
8. Collaborate with the Building Principal and the Director of Pupil Personnel Services to develop the yearly budget for the spectrum of PK programs.
9. Serve as the District LEA for meetings in community/private pre-schools. As needed, consult with community/private preschools and daycare facilities where district preschool students are currently placed.
10. Prepare materials for Bright Stars and NAEYC Certifications.
11. Maintain the PK shared calendar for all ET and IEP meetings, Allows for consultation time with regular education teachers at the community/private pre-schools as needed.
12. Throughout the calendar year (12 months), oversee the evaluation process for any preschool students in community placements, new referrals and/ or preschoolers currently placed in NK special education preschools. This management responsibility includes any summer/ESY evaluations for all NK students as needed.

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13. Serves as liaison/consultant between special service providers, i.e. PT/OT/Speech, and the Early Intervention community service providers.
14. Serves as the case manager for all district preschool students in community and home placements. Includes overall responsibility for managing the processes involved in maintaining services on a timely basis. Serves as transition coordinator for students transitioning from Early Intervention and entering NK early childhood special education services.
15. Works as liaison between school department and community preschool/daycare facilities and the home school teams.
16. Establishes contacts and develops relationships with community facilities to coordinate placements for 3-5 year old students referred to North Kingstown on a year round basis.
17. Coordinates and assists school principals and evaluation teams in scheduling transition meetings and referrals for PK children entering kindergarten.
18. Provides professional development for NK special education staff, parents and others regarding Rhode Island Early Learning Standards and other early childhood topics.
19. Assist PK teachers and support staff in providing Family Engagement activities.
20. Supervises and evaluates preschool teachers, teaching assistants and child outreach coordinator.
21. Coordinates Child Outreach program.
22. Coordinates Parents as Teachers program.
23. Directs and coordinates the PK Extended School Year program for the district.
24. Excellent oral and written communication skills.
25. Other duties and responsibilities as required by the Director or Assistant Director of Pupil Personnel and/or Principal.

Protective Personal Equipment:	n/a				
Classification:	Sedentary:	Light:	Medium: x	Heavy:	Very Heavy:
<i>Classification Key:</i>					
<i>Sedentary – Exerting up to 10 lbs. of force occasionally; negligible amount of force frequently to lift, carry, push/pull or otherwise move objects;</i>					
<i>Light – Exerting up to 20 lbs. of force occasionally and/or 10 pounds of force frequently or negligible amounts of force constantly to move objects;</i>					
<i>Medium – Exerting 20 lbs. – 50 lbs. of force occasionally; 10 lbs. – 20 lbs. frequent; and/or greater than negligible up to 10 lbs. of force constantly to move objects;</i>					
<i>Heavy – Exerting 50 lbs. – 100 lbs. of force occasionally; in excess of 50 lbs. frequently; 10 lbs. – 20 lbs. of force constantly to move objects;</i>					
<i>Very Heavy – Exerting in excess of 100 lbs. of force occasionally; and/or in excess of 50 lbs. of force frequently; in excess of 20 lbs. of force constantly to move objects.</i>					
Driving Requirements:	None:	Manual: own vehicle		Automatic: own vehicle	

Work Environment			
Floor Surface:	Tile and/or carpet		
Inside:	Up to 100%	Outside:	Up to 5%
Lighting:	Incandescent or Fluorescent		
Vibration:	n/a		

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PHYSICAL DEMANDS

LIFTING						
Maximum weight lifted: up to 50 pounds occasionally						
WEIGHT	Never	Occasionally	Frequently	Constant	Heights	Description of object
0 – 10 lbs.		x				
10 – 20 lbs.		x				
20 – 35 lbs.		x				
35 – 50 lbs.		x				

CARRYING						
Maximum weight carried: up to 35 lbs.						
WEIGHT	Never	Occasionally	Frequently	Constant	Distances	Description of object
0 – 10 lbs.		x				
10 – 20 lbs.		x				
20 – 35 lbs.		x				
35 – 50 lbs.	x					

PUSHING/PULLING						
Maximum push/pull: 10 lbs						
WEIGHT or FORCE	Never	Occasionally	Frequently	Constant	Distances	Description of object
0 – 10 lbs.		x				
10 – 20 lbs.	x					
20 – 35 lbs.	x					
100 + lbs.	x					

ACTIVITY	Never	Occasionally	Frequently	Constant	Comments
Sitting			x		
Standing		x			
Walking		x			
Bending		x			
Twisting		x			
Crawling	x				
Kneeling		x			
Squatting		x			
Climbing		x			
Reaching – Vertical		x			
Reaching – Horizontal			x		
Grasping		x			
Pinching		x			
Manual Dexterity		x			
Fine Dexterity		x			

FREQUENCY KEY: Never (0%); Occasionally (0 – 33% of shift); Frequently (34-66% of shift); Constant (67 – 100% of shift)

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Qualification Requirements:

To perform this job successfully, an individual must be able to perform each of the above noted essential duties 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/or Experience:

- Rhode Island Early Learning and Development Standards – Level III
- Minimum of four years experience as special education teacher.
- Knowledgeable of Creative Curriculum and Teaching Strategies GOLD recording system.
- Knowledgeable of the ECERS and the CLASS rating scales.
- Knowledge of the COS process

License/Certificate/Certification:

- RIDE Certification: Early Childhood Special Education and early childhood education
- RIDE Certification: Special Education Administration
- RIELDS Level III Certification

Technological and/or Technical Skills:

Skilled in using MS Office, Google, and ASPEN. Knowledge in technology to learn data collection tools as mandated by RIDE.

Physical Abilities

The physical abilities and other conditions of employment listed in this description are representative of, but are not intended to provide an exhaustive list of what may be required for this position. The North Kingstown School Department encourages persons with disabilities who are interested in employment for this position and need reasonable accommodations of those disabilities to contact the Personnel Department for further information.

Vision: (which may be corrected) to read normal print; to read a computer screen.

Smell: to distinguish strong odors such as those associated with fire.

Hearing: (which may be corrected) to hear sounds which warn of potential danger; to hear speech in group meetings and in a classroom setting.

Speech: to be able to be understood in face to face communications; to speak with a level of proficiency and volume to be understood in group meetings and in the classroom; to be able to speak for prolonged periods of time.

Mental Requirements: read, write, understand, interpret and apply information at a college level of proficiency; Math skills at a college level of proficiency; judgment and the ability to process information quickly.

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Communication Skills:

Strong oral and written communications skills. Demonstrable ability to compose and prepare correspondence on a range of topics.

Planning Skills:

Ability to prioritize needs and respond to requests in an organized manner.

Interpersonal and Problem solving skills:

Ability to interface with staff and community members in a pleasing manner. Ability to effectively handle complaints and issues utilizing a personable problem solving approach.

Terms of Employment:

Per GCB

Evaluation:

Per GCB

Date: 5/2017