



Board of Education of the City of St. Louis
CAREER OPPORTUNITY

Position Title:	Early Childhood Special Education Process Supervisor
Payroll/Personnel Type:	12 Month
Reports to:	Director of Early Childhood

Position Summary:

This position encompasses supervisory duties for the Early Childhood Special Education (ECSE) Program. It requires a solid knowledge as well as an understanding of both parts B and C of the IDEA 2004 Act. Supervisory duties include ECSE diagnostic teams and ECSE itinerant teachers for the district.

Essential Functions:

- Ensure that program is in compliance with state and federal regulations
- Assign students to classroom or to environments which can be considered “least restrictive” for their level of disability
- Work in conjunction with the general education preschool supervisory staff to develop and maintain inclusionary opportunities for children ages 3-5 with disabilities
- Develop and maintain the ECSE grant budget in conjunction with the Special Education Business manager
- In conjunction with Parents as Teachers, Early Childhood Education (ECE) program, local Head Start agencies and community childcare facilities, serve as the “Child Find” district contact and develop an effective method for identifying 3-5 year old children with disabilities
- Insure accurate, complete and correct records as required by law, district policies, and administrative regulations
- Facilitate and/or develop on-going professional development opportunities for ECSE classroom teachers that will help them more completely meet the needs of the students in their classrooms
- Maintain confidentiality of information concerning students, colleagues and parents
- In conjunction with building principals, ensure that students receive classroom instruction that is both appropriate and reflective of the most recent research in the field
- Communicate and support the district’s philosophy of education and instructional goals/objectives
- Supervise the provision of appropriate diagnostic services for ECSE
- Attend, as Local Educational Authority, those IEPs that are held in community locations or are part of a transition from Part C to Part B services
- Maintain open communication with the parents of students in the programs you are supervising
- Communicate to staff expectations for performance
- Collaborate with community, state and federal agencies in developing ECSE programs that meet the needs of the community
- Develop reports that communicate program outcomes for the district, the state and the community
- Develop transition processes for ECSE students who are moving from one program or level
- Ensure that core data and December 1st child counts are accurate and reflective of services being provided
- Monitor and review all ECSE IEPs and Evaluations for students in the district and students transferring into the district
- Ensure that Individual service Plans are developed for students who reside outside of the city but are enrolled in private preschools in the SLPS



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- Attend local and state ECSE collaboration meetings in order to communicate with other districts and with the Department of Elementary and Secondary Education for Missouri any concerns or questions that may occur
- Ensure that caseload numbers are appropriate and within state guidelines
- Regularly report on the state of the department
- Demonstrate high standards of professionalism and ethics
- Continue personal professional development in the areas of Early Childhood Special Education
- Perform other tasks as assigned by the Executive Director of Special Education

Knowledge, Skills, and Abilities:

- Knowledge of IDEA 2004 and its ramifications for ECSE
- Ability to work well under deadlines and in high stress situations
- Ability to work with diverse groups of people
- Ability to work with parents and help them with the special education process
- Knowledge of current issues in ECSE and autism
- Knowledge of “Best Practices” in ECSE
- Skill to acquire information from multiple sources and condense it into a readable report
- Knowledge of Microsoft Office applications, web-based reporting, and general word-processing ability
- Knowledge of state and district compliance plan
- Solid understanding of special education law
- Ability to be flexible when working with colleagues, teachers and parents

Experience:

- At least 5 (five) years of teaching experience, including ECSE (required)
- Some administrative/supervisory experience at the ECSE and/or elementary level (preferred)
- Experience developing and supervising budget expenditures (preferred)
- Familiarity with core data reporting (preferred)
- Experience making decisions in “high stress” situations (preferred)
- Experience in working with advocates and attorneys during the IEP process (preferred)

Education:

- Master’s Degree or higher with Administrative Certification (required)

Physical Requirements:

- Must be physically able to operate a motor vehicle
- Must be able to exert up to 10 pounds of force occasionally, and/or a negligible amount of force constantly to lift, carry, push, and pull or otherwise move objects, including the human body
- Light Work usually requires walking or standing to a significant degree

Working Conditions and Environment:

- Work is routinely performed in a typical interior/office environment

