



SJCOE
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Job Description

POSITION TITLE: Coordinator II, Early Intervention Services Coordinator #6322
Special Education
Student Programs and Services

SALARY PLACEMENT: Management Salary Schedule
Range 12

SUMMARY OF POSITION:

Under the direction of the Special Education Director II and Special Education Division Director, the Early Intervention Coordinator will provide leadership and support to services for students with solely low incident disabilities for the birth to three population. Develop positive inter-agency relationships and effective methods of program coordination. Prepare program evaluations (i.e., the Coordinated Compliance Reviews) as they relate to infants and toddlers residing their districts. Generate Microsoft word documents, Excel reports and Power Point presentations.

MINIMUM QUALIFICATIONS-EDUCATION, TRAINING, AND EXPERIENCE:

Possess a Bachelor's Degree in Education, Social Work, or Liberal Arts. Experience working in a related field with deaf and hard of hearing students, early childhood education and/or Special Education.

DESIRABLE QUALIFICATIONS – EDUCATION, TRAINING, AND EXPERIENCE:

Five years of experience working in a related field. Experience in an educational setting with an emphasis in early childhood education, birth to three, deaf and hard of hearing, sign language and special education. Experience using SEIS.

KNOWLEDGE, SKILLS, AND ABILITIES:

Knowledge of:

- assigned software
- program evaluation and data collection
- IFSP process including federal and state laws
- developmental disabilities and handicapping conditions, amelioration, and treatment of and appropriate service delivery providers
- typical and atypical child development
- family systems, addiction, and adult mental health issues as they relate to child development and parenting and appropriate community referral agencies
- education laws, codes, and regulations
- current assessment practices for infants and toddlers, Individual Family Service Plan Development, and Implementation
- laws regarding child abuse reporting. Behavior management techniques, learning theories and parenting skills.

Ability to:

- supervise, lead, and evaluate staff
- operate a computer

- be flexible based on program needs
- create and follow policies and procedures
- oversee and manage budgets
- work with various agencies for program development, family recruitment and execution of services
- communicate effectively orally and in writing
- work effectively with students, parents, a wide variety of professionals, and various community and educational agencies
- respond promptly to requests of internal and external service providers (providing them needed direction, assistance, training, and materials related to Early Start and early intervention best practices)
- observe, consult, and assist regular education teachers in planning and implementing individual family service plans
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Possess:

- leadership skills in planning, setting agendas, and coordinating/conducting meetings/trainings
- a valid California driver's license and proof of liability insurance coverage in the minimum amount required by SJCOE policy; insurable by the SJCOE carrier. Must furnish own transportation as required to fulfill job duties.

DISTINGUISHING CHARACTERISTICS:

The Coordinator series represents advanced management positions and has four levels.

ESSENTIAL FUNCTIONS:

Essential functions may include, but are not limited to:

1. Work effectively with school districts, community organizations, government agencies, parents, students, and/or staff.
2. Maintain confidentiality on issues concerning program and staff.
3. Supervise and evaluate staff.
4. Participate, coordinate, or conduct a variety of meetings, staff development, committees, trainings, workshops, and/or conferences in order to present materials and information concerning department programs, services, operations, and activities; represent the SJCOE at local, regional, and state meetings, conferences, in-services, boards, councils, and events.
5. Maintain current knowledge and interpret applicable rules, regulations, policies, procedures, contracts, State and Federal laws, codes, and regulations.
6. Communicate effectively both orally and in writing.
7. Analyze situations accurately and adopt an effective course of action.
8. Establish and maintain cooperative and effective working relationships with others.
9. Work independently with little direction.
10. Meet schedules and timelines.
11. Prepare monthly and annual reports as needed for program.
12. Oversee and manage budgets.
13. Assist with interpretation of child/family eligibility and programmatic issues.
14. Inform providers, parents, and community agencies about the need for childcare service agencies regarding program activities, procedures, and problem areas.
15. Conduct developmental assessments of enrolled children.
16. Refers families to needed community services.
17. Contribute to the development of printed materials including newsletters, flyers, and brochures.
18. Develop and schedule lectures and workshops on childcare and development issues for parents, providers, and community agencies and organizations.
19. Responsible to receiving, reviewing, and monitoring all new referrals into sjcoe for Special Education services as appropriate.
20. Coordinate intake assessments and writing initial IEP's.
21. Attend home visits with Infant Development Specialist or other team members as needed at the IESP meeting.

22. Write review and annual IESP's, coordinate transition activities with SJC district representatives (distribution of referral packets and transition IESP documents) and hold transition planning conferences, meeting Part C guidelines, implement services outlined in transition planning documents.
23. Provide new team members with knowledge about the IESP process including federal and state laws.
24. Provide team members with training on IESP development in SEIS.
25. Coordinate IEP meetings with parents, service providers and SJC district representatives and attend IEP meetings. Obtain signature and distribute IEP to parents and assist with transition to preschool.
26. Participate in program evaluations (i.e., the Coordinated Compliance Review) when needed, as they relate to infants and toddlers residing in SJC districts.
27. Provide families with information on behavior management techniques, typical and atypical child development and ideas to assist with parenting challenges.
28. All other duties as assigned.

PHYSICAL REQUIREMENTS:

Employees in this position must have the ability to:

1. Sit and stand for extended periods of time.
2. Enter data into a computer terminal, operate standard office equipment and use the telephone.
3. Hear and understand speech at normal levels and on the telephone.
4. See and read the computer screen and printed matter with or without vision aids.
5. Speak so that others may understand at normal levels to small or large groups, and on the telephone.
6. Stand, walk, and bend over, reach overhead, grasp, push, pull and move, lift, and/or carry up to 25 pounds to waist height.

WORK ENVIRONMENT:

Employees in this position will be required to work indoors and/or outdoors in an educational and standard environment, and/or make home visitations. Employees may come in direct contact with students, parents, SJCOE and school district staff, outside agency staff, and the public.

1/17/2025 final sc