

Red Wing Public Schools Position Description
Early Childhood Director

General Information

Department:	Community Education and Special Education
Unit:	Program Directors and Supervisors
Immediate Supervisor:	Director of Community Education and Recreation
Grade Placement:	23 / 1160
FLSA Status:	Exempt

Position Summary

The Early Childhood Director is responsible for the management and delivery of comprehensive early childhood services for children from birth to age five and their families including Early Childhood Special Education, Early Childhood Family Education, School Readiness, Preschool, Early Childhood Screening, and family outreach including parent education at locations in the community.

Essential Duties and Responsibilities

1.	Plans, organizes and implements the early childhood programs, operations, services and activities. <ul style="list-style-type: none">• Monitors program activities to assure compliance with the components of early childhood programs and services as required by the MN Department of Education.• Oversees the development and scheduling of classes.• Plans and coordinates special events, i.e., parent-teacher conferences, program-wide celebrations.• Monitors program operations and addresses concerns.• Completes annual state reports.• Monitors the program budgets.
2.	Supervises and directs the activities and schedule of early childhood personnel. <ul style="list-style-type: none">• Recruits, selects, hires, trains, supervises and evaluates staff in accordance with Red Wing Public Schools ISD 256 policies and procedures.• Assigns work priorities and schedules, gives work direction and conducts performance reviews and evaluations. Recommends personnel actions.• Communicates program and building needs. Conducts regular staff meetings.
3.	Professional Development, Curriculum Development and Assessment for district wide early childhood programs. <ul style="list-style-type: none">• Provide professional development activities for staff• Ensure implementation of curriculum• Implement program-wide assessment and use data to inform interventions.
4.	Plans and implements new program initiatives for early childhood programs through the conduct of needs assessments, research, networking and collaboration with others inside and outside of the district. <ul style="list-style-type: none">• Formulates annual goals and objectives for new and existing programs and services.• Recommends and implements outreach work.• Maintain professional competence in early childhood, parent education and the community education field by active participation in professional organizations and activities at the state, regional and local level.

5.	<p>Performs public relations activities to promote and communicate the early childhood programs and services offered through Colvill Family Center and its programs.</p> <ul style="list-style-type: none"> • Write and prepare newsletters, marketing materials and publications. • Manage, develop and maintain a program of public and community relations with parents, community agencies and the public at large. • Meet with individuals or groups to provide information, explain programs, address problems or issues. • Encourages public involvement in the assessment and evaluation of programs, needs and services. • Maintain membership on the Community Education Advisory Council to provide input and recommendations concerning program needs, assessment, program development and participant involvement.
6.	<p>Recommends and monitors the budgets of early childhood programs.</p> <ul style="list-style-type: none"> • Monitors program revenue, expenditures and program fees. • Oversees early learning scholarships. • Seeks out and writes grant proposals for new and existing programs/services. Manages existing grants and donations. • Participates and assists in fund raising efforts for early childhood programs.
7.	<p>Initiates and maintains partnerships and cooperative and collaborative relationships within the school district, and with private and public agencies and organizations to better meet the needs of the community.</p>
8.	<p>Provides professional expertise and assistance to individuals, other district staff and the community concerning early childhood.</p>
9.	<p>Coordinate birth to five Early Childhood Special Education services and programming.</p> <ul style="list-style-type: none"> • Lead child find activities to identify and evaluate children with special needs. • Supervise the implementation of special education programming for children birth to age five. • Facilitate the due process activities for Red Wing early childhood special education.
10.	<p>Performs other duties of a comparable level or type as apparent or assigned by his or her supervisor(s).</p>

Required Education, Training, and Work Experience

- Required Education / Training: Bachelor Degree, Master’s Degree preferred
- Major Field of Study or Degree Emphasis: Special Education and Early Childhood Education
- Required Work Experience: Experience in working with early childhood programs and special education programs.
- Licenses / Certifications Required: Minnesota licensure in the following areas: Director of Special Education and one of the following: licensed early childhood teacher, certified early childhood educator or a licensed parent educator.

Essential Knowledge Required to Perform the Essential Functions of the Position

- Curriculum, instruction, and learning principles, concepts, theories, approaches, techniques and trends as well as State, federal and local requirements and standards.
- Management theory, principles and techniques.
- District administrative policies, procedures and standards.
- Budget and financial operations, processes and procedures.
- Understanding of school laws, rules and regulations, including special education and due process.
- Human relation concepts, principles and techniques.
- Principles, techniques and best practices as it pertains to staff evaluation, coaching and staff development of certified and non-certified staff.
- Fundamentals of curriculum and/or instructional program development, including research and evaluation principles.
- Knowledge of school leadership model, concepts and principles.

Essential Skills Required to Perform the Work

- Providing leadership, purpose and direction for groups and individuals, facilitating the development of a shared vision for the District, and formulating goals and planning changes with the staff by setting priorities in terms of the community, the district, staff, and students in accordance with the school leadership model.
- Information collection, including gathering facts and data, seeking knowledge of policies, rules, laws, precedents and practices, managing data flow, and classifying and organizing information for decision making and monitoring of outcomes.
- Observing, evaluating, mentoring and supervising instructional personnel.
- Problem analysis and solving skills including analyzing information, framing issues and identifying causes, seeking additional information, framing and reframing possible solutions, demonstrating conceptual flexibility and assisting others in forming opinions.
- Organizational oversight, including scheduling work, using resources appropriately to meet goals, scheduling activity flow, monitoring procedures to regulate activities, as well as project deadlines.
- Overseeing and providing project management assigned district projects such as college and career readiness, teacher evaluation processes, teacher mentorship programs, professional learning communities, etc., as delegated.
- Delegation of authority, including assigning tasks so that they can be accomplished in a timely and appropriate manner, utilizing subordinates appropriately, and follows up on work tasks.
- Coordination of support services including 504 services.
- Conducting employee and student investigations.
- Public relation and communication functions, activities and programs.
- Excellent large and small group presentation skills.

Typical Physical Demands for this Position

Summary of Physical Job Requirements:

Physical requirements associated with the position can be best summarized as Sedentary Work: Exerting up to 10 pounds of force occasionally and/or a negligible amount of force frequently or constantly to lift, carry, push, pull, or otherwise move objects in the performance of the job.

Physical Job Requirements:

	Amount of Time Spent			
	None	1/3 or Less	1/3 to 2/3	Over 2/3
Physical Activities				
Stand		X		
Walk		X		
Sit			X	
Use hands to finger, handle or feel			X	
Reach with hands arms		X		
Climb or balance	X			
Stoop, kneel, crouch or crawl		X		
Talk or hear				X
Taste or smell	x			
Lifting / Forcing Exerted				
Up to 10 pounds			X	
Up to 25 pounds	X			
Up to 50 pounds	X			
Up to 100 pounds	X			
Over 100 pounds	X			

Unusual or Hazardous Working Conditions Related to Performance of Duties:

Duties are generally performed in a typical office/classroom/school setting where there are minimal environmental hazards and risks. Employee(s) may be exposed occasionally to disagreeable conditions involving human/student/parental contact.

Classification History and Approval

Created: 6/2/2021