

WARREN COUNTY PUBLIC SCHOOLS

210 North Commerce Avenue Front Royal, Virginia 22630

Phone (540) 635-2171

Early Childhood / Child Find Coordinator Position Description

LOCATION: Elementary Schools

JOB CATEGORY: Professional Support

PAY GRADE: Grade 1-5 Coordinator

CONTRACT TYPE: 250 Day – 12-month employee

FSLA: Non- Exempt

IMMEDIATE SUPERVISOR: Director of Special Services

GENERAL DEFINITION AND CONDITIONS OF WORK

The Early Childhood/Child Find Coordinator is responsible for the oversight, implementation, and compliance of Warren County Public Schools' Early Childhood Special Education (ECSE), Preschool, and Virginia Preschool Initiative (VPI) services. The Coordinator ensures the quality, integrity, and effectiveness of all assigned programs and supports instructional practices to ensure students receive a Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE).

The Coordinator provides leadership and support to school staff responsible for early childhood special education services and programming. Responsibilities include ensuring compliance with federal, state, and local regulations; supporting instructional effectiveness; coordinating Child Find activities; facilitating early intervention and transition services; and collaborating with families, community agencies, and division staff to support preschool-aged children with disabilities.

ESSENTIAL FUNCTIONS/TYPICAL TASKS

The minimum performance expectations include, but are not limited to, the following functions/tasks:

- Oversee and support Early Childhood Special Education (ECSE), preschool, and Virginia Preschool Initiative (VPI) services throughout the division.
- Coordinate and maintain Child Find procedures to identify, locate, and evaluate children ages 2–5 suspected of having disabilities who reside within Warren County Public Schools' attendance area, including parentally placed private school students.
- Serve as the Local Educational Agency (LEA) representative for preschool special education meetings, including referral, eligibility, manifestation, transition, and Individualized Education Program (IEP) meetings, as appropriate.
- Ensure compliance with federal, state, and local special education regulations, timelines, procedures, and reporting requirements.

- Coordinate preschool enrollment, eligibility determination, transition planning, and placement procedures for students receiving early childhood special education services.
- Maintain accurate records and required state reporting data, including Indicator 7 and Indicator 12 compliance requirements and all associated documentation and timelines.
- Review, support, and monitor curriculum implementation, instructional practices, classroom environments, and intervention strategies to meet the developmental and educational needs of preschool students, including students with disabilities.
- Conduct classroom observations and provide instructional feedback, coaching, modeling, co-teaching, and professional support to staff as needed.
- Obtain and maintain required certifications related to classroom observation and quality assessment systems, including CLASS Observer certification, as applicable.
- Develop, coordinate, and facilitate professional development and training for early childhood staff related to curriculum, instructional strategies, classroom management, special education compliance, IEP development and implementation, transition services, Extended School Year (ESY), and evidence-based practices.
- Collaborate with principals, teachers, related service providers, families, and community agencies to support student achievement and program effectiveness.
- Participate in and support interagency coordination and partnerships with organizations and agencies including, but not limited to, VQB5, Head Start, Infant & Toddler Connection (ITC), and Training and Technical Assistance Centers (TTAC).
- Coordinate transition activities for children moving from early intervention services to preschool programs and from preschool to kindergarten services.
- Serve as a consultant to staff, private schools, childcare centers, and community agencies regarding preschool special education services and supports, as appropriate.
- Assist in the development, implementation, monitoring, and evaluation of early childhood programs and initiatives.
- Prepare and maintain grant applications, reports, budgets, and related documentation in accordance with division, state, and federal requirements.
- Work collaboratively with the Department of Transportation and other departments to support preschool student transportation and operational needs.
- Support and promote positive family engagement and communication between home and school.
- Monitor program effectiveness and utilize data to support continuous improvement efforts.
- Maintain regular communication with division leadership, school administrators, and staff regarding early childhood services and initiatives.
- Prepare and maintain required records, reports, and documentation in a timely and accurate manner.
- Maintain current knowledge of developments, best practices, laws, regulations, and trends related to early childhood special education and preschool services.
- Prepare professional growth goals and participate in the division evaluation process.
- Perform all other duties as assigned.

VPI Key Responsibilities

Compliance & Operations Management

- **Eligibility & Enrollment:** Establish and oversee a clearly documented process for verifying family income and determining VPI student eligibility. Manage student selection according to state limits, maintaining records for localized criteria waivers (up to 15%) and overseeing an active program waitlist to fill vacancies quickly.
- **Ratios & Capacity:** Ensure all VPI classrooms adhere to state-mandated class sizes (20 children or less) and strict instructional staff-to-child ratios (1:10 or less).
- **Scheduling Regulations:** Monitor classroom schedules to verify the program provides a full day of 5.5 instructional hours (990 hours yearly over 180 days) and that unstructured recreational time (recess) does not exceed 15% of total instructional time.
- **Transportation & Attendance:** Enforce division policies providing fee-free transportation to all enrolled VPI students. Oversee system procedures tracking classroom attendance and intervening when student absences become problematic.

Instructional Leadership & Quality Assurance

- **Curriculum Alignment:** Ensure a vetted, integrated curriculum is actively utilized across all VPI classrooms, complete with corresponding teacher's guides and core instructional materials.
- **Classroom Observations:** Schedule and execute (or coordinate) a minimum of two local CLASS® (Classroom Assessment Scoring System) observations for every VPI-funded classroom each school year. Ensure constructive feedback is shared directly with teachers and instructional assistants.
- **Assessments & Screening:** Monitor the administration of required student screenings, including the Pre-K Virginia Kindergarten Readiness Program (VKRP) and VALLSS-PreK in both the fall and spring. Ensure data is accurately submitted to online state portals.
- **Professional Development:** Formulate an annual professional development plan providing at least 15 hours of early-childhood-specific training to VPI teachers and assistants. Training must explicitly cover Early Learning and Development Standards (ELDS), VKRP, and the CLASS tool.

Community Collaboration & Family Engagement

- **Steering Committee Leadership:** Organize and facilitate quarterly VPI Steering Committee meetings. Actively collaborate with representatives from the school division, local health departments, social services, child care providers, and Head Start to coordinate and maximize local birth-to-five funding.
- **Head Start & Community Partnerships:** Draft and maintain active, standard-compliant Memorandums of Understanding/Agreement (MOU/MOA) with local Head Start and community providers. Certify that federal Head Start slots are maximized without supplanting funds.
- **Family Engagement & Transitions:** Implement an intentional family engagement plan featuring parent-teacher conferences (minimum twice annually) and localized transition-

to-kindergarten strategies. Provide translated enrollment, communication, and event services for Dual Language Learners (DLL).

- Equity & Inclusion: Partner closely with Early Childhood Special Education (ECSE) leadership to successfully integrate children with disabilities into VPI classrooms, striving to meet the state's 10% inclusion target.

Data Collection, Reporting & Auditing

- State Reporting: Coordinate with data teams to ensure all VPI-funded students are issued a State Testing Identification (STI) number and are appropriately reported across all three annual VDOE Student Record Collection (SRC) cycles (Fall, Spring, End of Year).
- Audit Readiness: Prepare comprehensive portfolio evidence for VDOE monitors, including lesson plans, screening records, certified staff rosters, teacher credentials, and financial/income verifications.
- Corrective Actions: Address any insufficient compliance markers by immediately modifying or authoring Corrective Action Goals within the division's VPI Continuous Improvement Plan.

KNOWLEDGE, SKILLS AND ABILITIES

The position requires thorough knowledge of early childhood special education programs, instructional practices, assessments, intervention strategies, and compliance requirements related to federal and state special education laws and regulations. The successful candidate must demonstrate the ability to analyze data, monitor program effectiveness, and implement continuous improvement practices. Strong leadership, organizational, problem-solving, and decision-making skills are essential, along with the ability to manage multiple projects, timelines, and compliance responsibilities simultaneously. The Coordinator must possess strong oral, written, and interpersonal communication skills and demonstrate the ability to establish and maintain effective working relationships with students, staff, families, and community agencies. The ability to provide coaching, professional development, and support to staff, while maintaining confidentiality and exercising sound professional judgment, is also required.

EDUCATION AND EXPERIENCE

The successful candidate must possess a master's degree in Special Education or a related field. Candidates must have a minimum of five (5) years of successful experience working with students with disabilities, including experience with preschool-aged students and/or early intervention programs. The position requires knowledge of federal and state laws and regulations governing special education and early childhood services, as well as familiarity with early childhood assessment systems, instructional practices, and intervention strategies. Candidates must demonstrate strong leadership, organizational, and supervisory skills, along with the ability to communicate effectively with students, staff, families, and community partners. Regular and predictable attendance is required.

Preferred qualifications include experience serving as an IEP Chairperson or LEA Representative, experience with grant writing, budgeting, and compliance reporting, experience providing professional development or instructional coaching, and knowledge and use of educational technology and data systems.

SPECIAL REQUIREMENTS

The employee must be able to provide transportation to schools and division-related locations throughout Warren County Public Schools and maintain regular travel between schools, offices, community agencies, and other assigned locations as necessary to perform assigned duties. Employees operating a personal or division vehicle for work-related purposes must maintain a valid driver's license and meet all Warren County Public Schools driver eligibility and authorization requirements. Employees transporting students must successfully complete and maintain all required driver screenings, approvals, and compliance requirements, including but not limited to Motor Vehicle Record (MVR) reviews and any division-required training or documentation. The candidate must possess good moral character and serve as a positive role model both in and out of the school environment.

PHYSICAL DEMANDS/REQUIREMENTS

While performing the duties of this position, the employee is regularly required to communicate effectively in person and by telephone; sit, stand, walk, and move throughout school and office environments; and use technology and standard office equipment. The employee must possess the ability to learn, interpret, and apply policies, procedures, and regulations. The position may require occasional lifting, carrying, pushing, or pulling of objects weighing up to 25 pounds. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions of the position.

EVALUATION

Performance will be evaluated by the Director of Special Services in accordance with School Board policies and division guidelines.

Warren County Public Schools is an equal opportunity employer and does not discriminate on the basis of race, color, national origin, sex, gender identity, sexual orientation, disability, age, religion, ancestry, genetic information, marital status, or any other characteristic protected by law. WCPS is committed to providing a work environment free from discrimination and harassment.