



EMPLOYMENT OPPORTUNITIES

Job Title: Education/Disabilities Coordinator

Closing Date: 04/20/2026

DEADLINE: Attach any required documents, i.e., Transcripts, Certificates, diploma and Motor Vehicle Record, to your online application by midnight on the closing date. Late Applications or documents will not be considered.

Job Number: 26-066

Job Type: Full-Time Regular

Department: Tribal Education Department/Head Start Program

City: Sacaton, AZ

Location: District 3 Head Start Center – 112 W. Seed Farm Rd.

Area of Interest: Education

Salary/ Hourly Rate: \$62,549 - \$84,149 / Salary

DISTINGUISHING FEATURES OF THE CLASS:

The Education/Disabilities Coordinator is responsible for planning and implementing the education and disabilities components for the Head Start, Early Head Start, and Early Head Start-Child Care in accordance with the Head Start Program Performance Standards and other federally mandated initiatives. The Education/Disabilities Coordinator ensures that children are provided with the learning environment and opportunities to help them develop physically, socially, cognitively, and emotionally.

The Education/Disabilities Coordinator will also coordinate, monitor, and facilitate the implementation of interagency agreements, MOU's with local education agencies and early intervention specialists to ensure the children are receiving appropriate support. The Education/Disabilities Coordinator supervises Mentor Teachers and works closely with local colleges and staff in their professional development by making sure they are enrolled and are progressing toward required certifications, credentials and degrees. The position serves as an expert on early childhood education and development providing guidance, support, recommendations, and training for center teaching teams.

ESSENTIAL FUNCTIONS:

- Provides leadership in the areas of collaboration and close cooperation with leadership team, mentor teachers, and the Policy Council/Parent Committees and ensures staff understands and meets or exceeds Performance Standards and other measures of quality (i.e., HS Positive Outcomes, Curriculum, National Reporting System, Developmental Appropriate Practices, Child Developmental Screening and Assessment).
- Monitors the implementation of the education and disabilities content area plan and content area training plan by planning, writing, analyzing, evaluating, revising and updating annually; agrees on goals and objectives and identifying responsibilities, timelines, documentation and expected outcomes; promotes efficient use of budget funds through cost effective use of materials and careful purchasing of supplies.
- Develop and ensure the implementation of a referral system for children requiring further evaluation aligns with school district regulations.
- Oversees and supports the daily program assuring child's individual needs are maintained and met, sufficient materials and supplies are available, and classroom management and relationships are adequate;

ensures Weekly Lesson Plans are consistent with program goals; assists staff with developing a good individual working plan for all children.

- Designs and maintains a system for tracking all activities in the content area to ensure the Education Area Plans and the program's policies and procedures are being followed.
- Reviews child's file to ensure all documents supporting the content area plan are in place and objectives are realistic and attainable.
- Serves as a resource person by becoming familiar with theories and principles of child development, early childhood education, disabilities intervention, and HS Performance Standards; develops management skills to include decision-making, effective communication, time management and stress management; serves as an advocate for quality programs for children within the program and in the Community; supports developmental and comprehensive programs and services, providing information on how to promote optimal development of young children, and promoting public policies that support children and their families
- Participate in community, local, state, regional, and national meeting and conferences to keep abreast of education initiatives, trends, research, and network.
- Arrange and attend meetings between classroom staff and consultants to monitor progress on IEPs and IFSPs.
- Complete quarter, annual, and program statistical report (D-2, PIR) and budget for disabilities.
- Network with local colleges for professional development opportunities for teaching staff,
- Assist in classroom as needed to aid and/or observe.
- Performs other related duties as required.

REQUIRED KNOWLEDGE, SKILL AND ABILITY:

- Considerable knowledge of Head Start Performance Standards, Individuals with Disabilities Education Act (IDEA 97) Part C and B.
- Considerable knowledge of Federal, State and local regulations pertaining to disabilities and education.
- Ability to effectively plan, supervise and coordinate work of others.
- Ability to communicate effectively verbally and in writing.
- Ability to determine eligibility for special or related services.
- Ability to write clear concise reports, letters and memorandums.
- Ability to facilitate the implementation goals and objectives.
- Ability to establish and maintain effective working relationships with other employees, Community Officials and the general public.
- Some knowledge of and must be willing to learn more about the O'otham and Pee Posh languages, cultures and the Community.
- Ability to perform assigned duties within a reasonable time period and with little supervision.
- Ability to make sound decisions and demonstrate good judgment.
- Ability to plan and implement programs to meet educational needs.
- Ability to supervise/counsel effectively and prepare required records and reports.
- Ability to express ideas clearly orally and in writing.
- Ability to establish and maintain effective, cooperative working relationships with other employees, Community Officials and the general public.
- Ability to identify and analyze problems, develop and present solutions and oversee the implementation of Program requirements.
- Considerable knowledge of the economic, educational and social needs of Native American children and families and of resources available to meet those needs.
- Ability to perform all physical requirements of the position; agree to maintain a Drug-free workplace.

REQUIRED EDUCATION AND EXPERIENCE:

Bachelor degree from an accredited college or university in Special Education, Early Childhood Education, Child Development, Child & Family Studies, or Bachelor's degree with equivalent coursework in Early Childhood Education with Early Education teaching experience; to include one (1) year of supervisory experience.

ADDITIONAL REQUIREMENTS:

- Copy of current Fingerprint Clearance Card must be provided when applying for this position and must be maintained throughout employment.
- Required to pass a background check and fingerprint clearance as a condition of employment and must continue to maintain throughout duration of employment. Background checks are required for positions that involve regular contact with or control over Community Children in accordance with *The Indian Child Protection and Family Violence Prevention Act, 25 U.S.C. Sections 3201 through 3210 and C.F.R. Part 63* and positions that have regular contact with the Elderly.
- Current Food Handler Certification (i.e., GRIC, ServSafe, etc.) or obtain within 60 days of employment.
- Must pass an Initial Health Examination and a TB skin test; provide proof/results, including updated immunization records prior to hire date.
- Maintain current CPR & First Aid Certification or obtain certification within 60 days of employment.
- Tribal Operator's permit can be required.
- Required mandatory reporter pursuant to Title 7, Chapter 2 (7.205), B.
- Required to attend Title 7 Mandatory Reporting training on a yearly basis.

Supervisory, Salaried Position
Reports to Director or designee

BENEFITS:

The Gila River Indian Community offers a comprehensive benefits package, which includes; vacation, holiday, and sick leave as well as medical, dental, vision, life, short and long term disability benefits.

Preference in filling vacancies is given to qualified Indian candidates in accordance with the *Indian Preference Act (Title 25, U.S. Code, Section 472 and 473)*. The Gila River Indian Community is also committed to achieving the full and equal opportunity without discrimination because of Race, Religion, Color, Sex, National Origin, Politics, Marital Status, Physical Handicap, Age or Sexual Orientation. In other than the above, the Gila River Indian Community is an Equal Opportunity Employer.

If you are claiming Preference in one or more of the following categories please attach a copy of the required documentation to the completed Employment Application.

- Preference for Community Members (with proof of enrollment)
- Preference for Native Americans (must meet membership requirement of a federally recognized Tribe.)
- Preference point for Spouse of Community Member (with proof of spouse enrollment)
- Preference point for Veteran (must meet statutory requirements)

HUMAN RESOURCES WILL NOT MAKE COPIES OF APPLICATIONS OR DOCUMENTS BEING SUBMITTED.

Visit our GRIC website and apply online: www.gilariver.org