

PINELLAS COUNTY SCHOOL DISTRICT, FLORIDA

PCSB: 8234
Pay Grade: E07

FLSA: Exempt
PTS

EXCEPTIONAL STUDENT EDUCATION SPECIALIST

REPORTS TO:

Executive Director, Exceptional Student Education

SUPERVISES:

Instructional Staff
Support Staff

QUALIFICATIONS:

Master's degree from an accredited college or university. State Certification in Exceptional Student Education or a related field and Educational Leadership, or an equivalent as defined by the Florida Department of Education. Five (5) years of related professional experience. Demonstrated knowledge of curriculum, instruction, and assessment of Florida Standards and Access Standards, professional development, behavioral interventions, management strategies, instructional strategies, IDEA, and ESEA. Must show evidence of a working knowledge of the principles of quality management or commit to begin training in the area of quality management within the first six (6) months of employment.

PREFERRED:

IDEA Team Leader: Various ESE experience and/or levels of elementary, middle, and high and experience with compliance

ESE Curriculum (Pre-K-5): Experience with alignment of curriculum, instruction, and assessment for standard and special diploma at various levels. Knowledge of Pre-K programming and service
Knowledge of elementary curriculum and requirements

ESE Curriculum (Middle School): Experience with alignment of curriculum, instruction, and assessment for diploma and Florida and Access Standards at various levels. Knowledge of middle school curriculum and middle school requirements

ESE Curriculum (High School): Experience with alignment of curriculum, instruction, and assessment for standard diploma and Florida and Access Standards at various levels. Knowledge of high school curriculum and graduation requirements

ESE Compliance: Expertise in state/federal legal requirements and conflict resolution. Demonstrated knowledge of IDEA laws and regulations.

ESE Specialized Services: Experience and expertise in speech/language, deaf/hard of hearing, and visually impaired fields; knowledge of Occupational and Physical Therapy (OT/PT) services.

MAJOR FUNCTION

Exceptional Student Education (ESE) Specialists are responsible for providing support to schools to ensure that students with disabilities demonstrate increased participation and performance in the standard or Access curriculum, statewide assessments, and accountability systems. Specialists assist schools in demonstrating full and satisfactory implementation of the Individuals with Disabilities Education Act (IDEA) and implementing the Elementary and Secondary Education Act (ESEA) requirements. Specialists provide leadership in the development and implementation of the ESE Strategic Plan that is aligned to the District Strategic Plan. Individual specialists may be responsible for implementation of Department of Education grants, e.g., Florida Inclusion Network (FIN), Pre-K Entitlement.

ESSENTIAL RESPONSIBILITIES

IDEA Team Leader:

- Serves member of ESE Leadership Team
- Provides leadership in the development and implementation of the ESE Strategic Plan that is aligned to the District Strategic Plan and the State Performance Plan

EXCEPTIONAL STUDENT EDUCATION SPECIALIST

ESSENTIAL RESPONSIBILITIES (Continued)

IDEA Team Leader (Continued):

- Allocates resources, e.g. personnel and budget, to align with the implementation of the ESE Strategic Plan
- Provides recommendations for ESE staffing model and service delivery
- Collaborates with private schools and community agencies involved in the education of students with disabilities and gifted students
- Assists schools and parents with response to complaint procedures, including informal parent complaints, formal state or federal complaints, mediation, and due process hearings
- Assists schools in the decision-making process required for determining accommodations for students with disabilities participating in standard assessment. Supports schools in the alternative assessment process
- Assists schools in implementing all processes required for the FTE survey weeks
- Systematically shares data with schools to assist school staff in monitoring the achievement of students with disabilities and the schools' satisfactory implementation of IDEA and Elementary and Secondary Education Act (ESEA)
- Collaborates with the Department of Education, including grant staff, regarding implementation of supplemental services
- May serve as specific program representative to the Department of Education
- May be responsible for developing and monitoring project budgets
- Conducts formal and informal needs assessments with stakeholder groups, including principals, ESE and general education teachers, related service providers, parents, and community members
- Uses needs assessment results to identify customer requirements and incorporate them into the ESE Strategic Plan
- Assesses customer satisfaction and plans for improvements
- Plans, conducts and/or facilitates, and evaluates professional development for school-based and district personnel, parents, and community members involved in the education of students with disabilities
- Participates in the development of *the Pinellas County Special Programs and Procedures* document and communicates procedures to all school and district personnel, including Procedural Safeguards and referral/eligibility/IEP processes
- Provides direction to schools in aligning curriculum, instruction, and assessment for both standard and Access curriculum students
- Provides recommendations for ESE curriculum and supplemental instructional materials
- Provides support to schools in the development of appropriate service delivery models for students with disabilities
- Develops processes to monitor the achievement of students with disabilities
- Participates in relevant professional organizations
- Supervises all instructional and support personnel, including interviews, recommendations, evaluations, induction of new personnel, Deliberate Practice plans, assignment of duties, substitutes, and payroll
- Maintains records and necessary reports for efficient operation of school and compliance with federal, state and local requirements
- Monitors accurate reporting of students during FTE survey weeks
- Serves as Local Education Agency (LEA) representative, as required
- Performs other related duties as required

ESE Curriculum (Pre-K-5):

- Serves as member of ESE Leadership Team
- Provides leadership in the development and implementation of the ESE Strategic Plan that is aligned to the District Strategic Plan and the State Performance Plan

EXCEPTIONAL STUDENT EDUCATION SPECIALIST

ESSENTIAL RESPONSIBILITIES (Continued)

ESE Curriculum (Pre-K-5) (Continued):

- Allocates resources, e.g. personnel and budget, to align with the implementation of the ESE Strategic Plan Provides recommendations for ESE staffing model and service delivery
- Supervises implementation of Pre-K ESE eligibility and service delivery
- Collaborates with other departments, building administrators, and school staff to support the alignment of curriculum, instruction, and assessment to support highest student achievement for students with disabilities
- Systematically shares data with schools to assist school staff in monitoring the achievement of students with disabilities and the schools' satisfactory implementation of IDEA and Elementary and Secondary Education Act (ESEA)
- Collaborates with the Department of Education, including grant staff, regarding implementation of supplemental services
- May serve as specific program representative to the Department of Education
- May be responsible for developing and monitoring project budgets
- Conducts formal and informal needs assessments with stakeholder groups, including principals, ESE and general education teachers, related service providers, parents, and community members
- Uses needs assessment results to identify customer requirements and incorporate them into the ESE Strategic Plan
- Assesses customer satisfaction and plans for improvements
- Plans, conducts and/or facilitates, and evaluates professional development for all-school-based and district personnel, parents, and community members involved in the education of students with disabilities and gifted students
- Participates in the development of *the Pinellas County Special Programs and Procedures* document and communicates procedures to all school and district personnel, including Procedural Safeguards and referral/eligibility/IEP processes
- Provides direction to schools in aligning curriculum, instruction, and assessment for both standard and Access curriculum students
- Provides recommendations for ESE curriculum and supplemental instructional materials
- Provides support to schools in the development of appropriate service delivery models for students with disabilities
- Develops processes to monitor the achievement of students with disabilities
- Participates in relevant professional organizations
- Supervises all instructional and support personnel, including interviews, recommendations, evaluations, induction of new personnel, Deliberate Practice plans, assignment of duties, substitutes, and payroll
- Maintains records and necessary reports for efficient operation of school and compliance with federal, state and local requirements
- Monitors accurate reporting of students during FTE survey weeks
- Serves as Local Education Agency (LEA) representative, as required
- Performs other related duties as required

ESE Curriculum (Middle School):

- Serves as member of ESE Leadership Team
- Provides leadership in the development and implementation of the ESE Strategic Plan that is aligned to the District Strategic Plan and the State Performance Plan
- Allocates resources, e.g. personnel and budget, to align with the implementation of the ESE Strategic Plan
- Provides recommendations for ESE staffing model and service delivery
- Collaborates with other departments, building administrators, and school staff to support the alignment of curriculum, instruction, and assessment to support highest student achievement for students with disabilities and gifted students

EXCEPTIONAL STUDENT EDUCATION SPECIALIST

ESSENTIAL RESPONSIBILITIES (Continued)

ESE Curriculum (Middle School) (Continued):

- Collaborates with private schools and community agencies involved in the education of students with disabilities and gifted students
- Systematically shares data with schools to assist school staff in monitoring the achievement of students with disabilities and the schools' satisfactory implementation of IDEA and Elementary and Secondary Education Act (ESEA)
- Collaborates with the Department of Education, including grant staff, regarding implementation of supplemental services
- May serve as specific program representative to the Department of Education
- May be responsible for developing and monitoring project budgets
- Conducts formal and informal needs assessments with stakeholder groups, including principals, ESE and general education teachers, related service providers, parents, and community members
- Uses needs assessment results to identify customer requirements and incorporate them into the ESE Strategic Plan
- Assesses customer satisfaction and plans for improvements
- Plans, conducts and/or facilitates, and evaluates professional development for school-based and district personnel, parents, and community members involved in the education of students with disabilities
- Participates in the development of *the Pinellas County Special Programs and Procedures* document and communicates procedures to all school and district personnel, including Procedural Safeguards and referral/eligibility/IEP processes
- Provides direction to schools in aligning curriculum, instruction, and assessment for both standard and Access curriculum students
- Provides recommendations for ESE curriculum and supplemental instructional materials
- Provides support to schools in the development of appropriate service delivery models for students with disabilities
- Develops processes to monitor the achievement of students with disabilities
- Participates in relevant professional organizations
- Supervises all instructional and support personnel, including interviews, recommendations, evaluations, induction of new personnel, Deliberate Practice plans, assignment of duties, substitutes, and payroll
- Maintains records and necessary reports for efficient operation of school and compliance with federal, state and local requirements
- Monitors accurate reporting of students during FTE survey weeks
- Serves as Local Education Agency (LEA) representative, as required
- Performs other related duties as required

ESE Curriculum (High School):

- Serves as member of ESE Leadership Team
- Provides leadership in the development and implementation of the ESE Strategic Plan that is aligned to the District Strategic Plan and the State Performance Plan
- Allocates resources, e.g. personnel and budget, to align with the implementation of the ESE Strategic Plan
- Provides recommendations for ESE staffing model and service delivery
- Collaborates with other departments, building administrators and school staff to support the alignment of curriculum, instruction, and assessment to support highest student achievement for students with disabilities
- Collaborates with private schools and community agencies involved in the education of students with disabilities
- Systematically shares data with schools to assist school staff in monitoring the achievement of students with disabilities and the schools' satisfactory implementation of IDEA and Elementary and Secondary Education Act (ESEA)

EXCEPTIONAL STUDENT EDUCATION SPECIALIST

ESSENTIAL RESPONSIBILITIES (Continued)

ESE Curriculum (High School) (Continued):

- Collaborates with the Department of Education, including grant staff, regarding implementation of supplemental services
- May serve as specific program representative to the Department of Education
- May be responsible for developing and monitoring project budgets
- Conducts formal and informal needs assessments with stakeholder groups, including principals, ESE and general education teachers, related service providers, parents, and community members
- Uses needs assessment results to identify customer requirements and incorporate them into the ESE Strategic Plan
- Assesses customer satisfaction and plans for improvements
- Plans, conducts and/or facilitates, and evaluates professional development for school-based and district personnel, parents, and community members involved in the education of students with disabilities
- Participates in the development of *the Pinellas County Special Programs and Procedures* document and communicates procedures to all school and district personnel, including Procedural Safeguards and referral/eligibility/IEP processes
- Provides direction to schools in aligning curriculum, instruction, and assessment for both standard and Access standard curriculum students
- Provides recommendations for ESE curriculum and supplemental instructional materials
- Provides support to schools in the development of appropriate service delivery models for students with disabilities
- Develops processes to monitor the achievement of students with disabilities
- Participates in relevant professional organizations
- Supervises all instructional and support personnel, including interviews, recommendations, evaluations, induction of new personnel, Deliberate Practice plans, assignment of duties, substitutes, and payroll
- Maintains records and necessary reports for efficient operation of school and compliance with federal, state and local requirements
- Monitors accurate reporting of students during FTE survey weeks
- Serves as Local Education Agency (LEA) representative, as required
- Performs other related duties as required

ESE Compliance:

- Serves as member of ESE Leadership Team
- Provides leadership in the development and implementation of the ESE Strategic Plan that is aligned to the District Strategic Plan and the State Performance Plan
- Allocates resources, e.g. personnel and budget, to align with the implementation of the ESE Strategic Plan
- Provides recommendations for ESE staffing model and service delivery
- Collaborates with private schools and community agencies involved in the education of students with disabilities
- Assists schools and parents with response to complaint procedures, including informal parent complaints, formal state or federal complaints, mediation, and due process hearings
- Assists schools in the decision-making process required for determining accommodations for students with disabilities participating in standard assessment. Supports schools in the alternative assessment process IDEA and compliance
- Assists schools in implementing all processes required for the FTE survey weeks
- Assists with required state or federal compliance monitoring activities
- Collaborates with the Department of Education, including grant staff, regarding implementation of supplemental services
- May serve as specific program representative to the Department of Education
- May be responsible for developing and monitoring project budgets

EXCEPTIONAL STUDENT EDUCATION SPECIALIST

ESSENTIAL RESPONSIBILITIES (Continued)

ESE Compliance (Continued):

- Uses needs assessment results to identify customer requirements and incorporate them into the ESE Strategic Plan
- Conducts formal and informal needs assessments with stakeholder groups, including principals, ESE and general education teachers, related service providers, parents, and community members
- Assesses customer satisfaction and plans for improvements
- Plans, conducts and/or facilitates, and evaluates professional development for school-based and district personnel, parents, and community members involved in the education of students with disabilities
- Participates in the development of *the Pinellas County Special Programs and Procedures* document and communicates procedures to all school and district personnel, including Procedural Safeguards and referral/eligibility/IEP processes
- Provides direction to schools in aligning curriculum, instruction, and assessment for both standard and Access curriculum students
- Provides recommendations for ESE curriculum and supplemental instructional materials
- Provides support to schools in the development of appropriate service delivery models for students with disabilities
- Develops processes to monitor the achievement of students with disabilities
- Participates in relevant professional organizations
- Supervises all instructional and support personnel, including interviews, recommendations, evaluations, induction of new personnel, Deliberate Practice plans, assignment of duties, substitutes, and payroll
- Maintains records and necessary reports for efficient operation of school and compliance with federal, state and local requirements
- Monitors accurate reporting of students during FTE survey weeks
- Serves as Local Education Agency (LEA) representative, as required
- Performs other related duties as required

ESE Specialized Services:

- Serves as member of ESE Leadership Team
- Provides leadership in the development and implementation of the ESE Strategic Plan that is aligned to the District Strategic Plan and the State Performance Plan
- Allocates resources, e.g. personnel and budget, to align with the implementation of the ESE Strategic Plan
- Provides recommendations for ESE staffing model and service delivery
- Collaborates with private schools and community agencies involved in the education of students with disabilities
- Collaborates with the Department of Education, including grant staff, regarding implementation of supplemental services
- May serve as specific program representative to the Department of Education
- May be responsible for developing and monitoring project budgets
- Conducts formal and informal needs assessments with stakeholder groups, including principals, ESE and general education teachers, related service providers, parents, and community members
- Uses needs assessment results to identify customer requirements and incorporate them into the ESE Strategic Plan
- Assesses customer satisfaction and plans for improvements
- Plans, conducts and/or facilitates, and evaluates professional development for school-based and district personnel, parents, and community members involved in the education of students with disabilities and gifted students
- Participates in the development of *the Pinellas County Special Programs and Procedures* document and communicates procedures to all school and district personnel, including Procedural Safeguards and referral/eligibility/IEP processes
- Coordinates speech/language, deaf/hard of hearing, vision, and OT/PT services for eligible students.

EXCEPTIONAL STUDENT EDUCATION SPECIALIST

ESSENTIAL RESPONSIBILITIES (Continued)

ESE Specialized Services (Continued):

- Provides direction to schools in aligning curriculum, instruction, and assessment for both standard and Access standard curriculum students
- Provides recommendations for ESE curriculum and supplemental instructional materials
- Provides support to schools in the development of appropriate service delivery models for students with disabilities
- Develops processes to monitor the achievement of students with disabilities
- Participates in relevant professional organizations
- Supervises all instructional and support personnel, including interviews, recommendations, evaluations, induction of new personnel, Deliberate Practice plans, assignment of duties, substitutes, and payroll
- Maintains records and necessary reports for efficient operation of school and compliance with federal, state and local requirements
- Monitors accurate reporting of students during FTE survey weeks
- Serves as Local Education Agency (LEA) representative, as required
- Performs other related duties as required

TERMS OF EMPLOYMENT

Salary and benefits shall be paid consistent with the district's approved compensation plan. Length of the work year and hours of employment shall be established by the District.

Performance of the job will be evaluated in accordance with provisions of the School Board's policy on evaluation of personnel.

The above statements are intended to describe the general nature and level of work being performed by employees assigned to this classification. They are not intended to be construed as an exhaustive list of all responsibilities and duties required of those in this classification.

HISTORY OF JOB CLASSIFICATION

ISSUED: 4/92 BMP; BOARD APPROVED: 5/13/92; REVISED: 7/93 BMP (D&R ONLY); REVISED: 11/96 PBL; BOARD APPROVED: 8/26/97; REVISED (MQ'S): 10/98 PBL; BOARD APPROVED: 10/13/98; REVISED (MF and D & R) 2/01 PBL; CHANGED D&R & MQ'S: 2/04 AK; BOARD APPROVED: 2/24/04; REVISED (MF and D&R) 4/04 AK; REVISED PREFERRED 7/05 LMCK; REVISED D&R: 5/07 AK; REVISED MF, D & R, PREFERRED, 10/10/08 LMCK; REVISED D & R, PQ'S, 7/09 RAS; REVISED FORMAT, TITLE, SALARY SCHEDULE, MQ'S, PREFERRED, MF, ER, ADA, 7/12 LMCK; BOARD APPROVED: 9/25/12; REVISED RT, MQ, MF, ER 07/30/14 CH; BOARD APPROVED: 8/8/14

EXCEPTIONAL STUDENT EDUCATION SPECIALIST

WORKING CONDITIONS & PHYSICAL EFFORT:	Seldom Or Never	Monthly	Weekly	Daily	Hourly
1. Lift objects weighing up to 20 pounds				X	
2. Lift objects weighing 21 to 50 pounds	X				
3. Lift objects weighing 51 to 100 pounds	X				
4. Lift objects weighing more than 100 pounds	X				
5. Carry objects weighing up to 20 pounds				X	
6. Carry objects weighing 21 to 50 pounds	X				
7. Carry objects weighing 51 to 100 pounds	X				
8. Carry objects weighing 100 pounds or more	X				
9. Standing up to one hour at a time				X	
10. Standing up to two hours at a time	X				
11. Standing for more than two hours at a time	X				
12. Stooping and bending		X			
13. Ability to reach and grasp objects				X	
14. Manual dexterity or fine motor skills					X
15. Color vision, the ability to identify and distinguish colors				X	
16. Ability to communicate orally					X
17. Ability to hear					X
18. Pushing or pulling carts or other such objects			X		
19. Proofreading and checking documents for accuracy					X
20. Using a computer to enter and transform words or data					X
21. Using various technology tools					X
22. Working in a normal office environment with few physical discomforts					X
23. Working in an area that is somewhat uncomfortable due to drafts, noise, temperature variation, or other conditions	X				
24. Working in an area that is very uncomfortable due to extreme temperature, noise levels, or other conditions	X				
25. Working with equipment or performing procedures where carelessness would probably result in minor cuts, bruises or muscle pulls	X				
26. Operating automobile, vehicle, or van	X				
27. Other physical, mental or visual ability required by the job	X				

Exceptional Student Education Specialist – PTS