

PINELLAS COUNTY SCHOOL BOARD  
FLORIDA

PCSB: 2205  
Instructional

FLSA: Exempt

**COORDINATOR, OTHER**  
**[Individuals with Disabilities Education Act (IDEA)**  
**Transition Services**  
**Secondary Response to Intervention (RTI)/Early Intervening Services (EIS)]**  
***Federally Funded Positions***

**MAJOR FUNCTION:**

All coordinators assist the Assistant Superintendent of Exceptional Student Education (ESE) and Student services in the development, management and monitoring within their related area: IDEA with Individuals with Disabilities Education Act (IDEA) grants, including the Part B, Pre-K and related projects. The Transition Services in the development and implementation of appropriate transition services for students with disabilities. The Secondary RTI/EIS in the implementation of Response to Intervention/Early Intervening Services in middle and high schools.

**DUTIES AND RESPONSIBILITIES:**

- Serves as member of ESE Leadership Team
- Demonstrates positive results in the implementation of the ESE Strategic Plan
- Utilizes appropriate information systems to monitor outcomes, e.g. Local Education Agency (LEA) Profile, Adequate Yearly Progress (AYP) results for Students with Disabilities (SWD), Florida Comprehensive Assessment Test (FCAT) / Florida Alternative Assessment results
- Systematically shares data with district and school staff to assist in the monitoring of achievement of students with disabilities
- Assesses customer satisfaction and plans for improvements
- Utilizes ESE Strategic Plan results measures for program evaluation
- Assists district and school staff in demonstrating full and satisfactory implementation of IDEA and related State Board of Education Rules
- Collaborates with the Department of Education, including grant staff, regarding implementation of State initiatives
- Participates in required state or federal compliance monitoring activities
- Develops and implements a plan for personal professional development
- Participates in relevant professional organizations
- Performs other related duties as required

**AREAS OF SPECIALIZATION:**

**IDEA:**

- Prepares draft of annual IDEA project and budgets for Assistant Superintendent approval
- Develops and implements processes to monitor project implementation
- Collects and analyzes data for resource allocation, including both IDEA and staffing model allocations
- Provides short and long term facilities planning to ensure equitable distribution of resources for students with disabilities
- Collaborates with private schools to determine needs to be addressed via IDEA funding; monitors implementation of services for parentally placed private school students with disabilities
- Communicates IDEA grant requirements and shared resources with charter schools
- Shares IDEA grant information and solicits input from ESE Advisory

## **COORDINATOR, OTHER (IDEA, Transition, RTI/EIS)**

### **IDEA (Continued):**

- Monitors grant activities to assure that parent involvement and participation requirements are met; collaborates with staff to prepare annual reports
- Collaborates with the Special Projects Office in the distribution and collection of grant-required PAR reports
- Assists in the development and dissemination of IDEA - required professional development for district and school staff
- Collaborates with the compliance office to communicate IDEA and state requirements to all stakeholders, producing brochures, website information, etc
- Monitors the implementation of the grant-required reading initiatives and the State Board of Education Strategic Imperatives
- Assists with IDEA-funded contractual agreements
- Compiles required reports, e.g. private school counts, annual personnel reports
- Supports the coordination of all ESE-related grants, including Florida Inclusion Network (FIN), Florida Diagnostic Learning Resources System (FDLRS), and Multi-agency Service Network for Students with Severe Emotional Disturbance (SEDNET)

### **Transition Services:**

- Collaborates with district staff and the extended transition program administrators to support the development of appropriate service delivery models and alignment of curriculum, instruction, and assessment to support effective transition planning and service provision
- Assists in the identification of high quality, nationally recognized transition resources, processes, and program models
- Models national trends and regulatory changes to provide guidance regarding high caliber transition programming specific to exceptionalities of students served
- Plans, conducts and/or facilitates, and evaluates professional development for school based and district personnel, parents, and community members involved in the transition of students
- Provides recommendations for ESE curriculum, assessments and supplemental instructional materials relative to transition
- Coordinates communication between stakeholders to support effective transition planning and service provision to optimize student outcomes
- Supports the extended Transition Administrator in interagency activities and linkages, and actively participates in the Pinellas Interagency Networking Council for Students
- Collaborates with FDLRS, FIN, and SENET staff to promote effective transition planning, service provision and student outcomes
- Maintains records and necessary reports for efficient operation and compliance with federal, state and local requirements
- Manages appropriate funds, including competitive transition project grants
- Supervises the ordering, maintenance, and inventorying of materials and equipment purchased through grant funds
- Provides direction and guidance to the ESE Leadership Team, Extended Transition Administrators, and others as directed by the Assistant Superintendent of Exceptional Student Education (ESE) to ensure successful

## **COORDINATOR, OTHER (IDEA, Transition, RTI/EIS)**

### **RTI/EIS:**

- Collaborates with district and school-based staff in the development and implementation of RTI/EIS processes in middle and high schools. This includes work with both general education and ESE district staff, the district RTI Leadership Team, math and science instructional staff developers and reading coaches, building administrators, and school-based instructional staff
- Assists in the identification of high quality, research-based instructional and behavior supports at varying levels of intensity, tier 1, 2, and 3
- Assists in the selection, administration, and interpretation to school-wide screenings to identify students in need of support
- Assists schools in matching the level of intensity of supports to the needs of individual students
- Assists schools in developing collaborative problem solving teams to select, implement, and provide progress monitoring for interventions
- Assists schools in monitoring the integrity of their interventions
- Assists schools in developing processes for entering EIS data in the Student Information System
- Assists in data gathering and interpretation of results at the school and district level
- Assists schools in understanding the relationship between RTI/EIS and referral processes for 504 and exceptional student education eligibility

### **MINIMUM QUALIFICATIONS:**

Master's degree from an accredited college or university. State certification in Exceptional Student Education or a related field. Five (5) years of related professional experience, including budget and resource allocation. Demonstrated knowledge of IDEA laws and regulations.

### **PREFERRED:**

Educational Leadership or an equivalent.

Transition Services: Experience/expertise in the development and implementation of transition services for students with disabilities

RTI/EIS: Experience/expertise with consultation, group facilitation, and effective interventions at the middle and high school level.

ISSUED: 4/17/06 LMCK; REVISED: MF, D&R, PQ'S 7/09 RAS, REVISED: TITLE, D&R, & PREFERRED; 8/11 LMCK

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

**COORDINATOR, OTHER (IDEA, Transition, RTI/EIS)**

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 keyboard to enter and transform words or data					X
21. Using a video display terminal					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				

Coordinator, Other (IDEA, Transition, RTI/EIS) INS