

<b>EXCEPTIONAL STUDENT EDUCATION SPECIALIST</b>
<p><b>REPORTS TO:</b> Executive Director, Exceptional Student Education</p>
<p><b>SUPERVISES:</b> Instructional Staff Support Staff</p>
<p><b>QUALIFICATIONS:</b> Master's degree from an accredited college or university with certification in Exceptional Student Education, or an equivalent certification as defined by the Florida Department of Education. Five (5) years of related professional experience to include three (3) years of successful teaching experience in ESE. Demonstrated organizational and communication skills.</p> <p><b>PREFERRED:</b> Certification in Administration/Supervision, Educational Leadership, or School Principal.</p>
<b>MAJOR FUNCTION</b>
<p>All 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 Every Student Succeeds ACT (ESSA) requirements. Specialists provide leadership in the development and implementation of the ESE Strategic Action Plans that are 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.</p>
<b>ESSENTIAL RESPONSIBILITIES</b>
<p><b>Curriculum:</b></p> <ul style="list-style-type: none"> <li>• Serves as member of ESE Leadership Team.</li> <li>• Provides leadership in the development and implementation of the ESE Strategic Action Plans that are aligned to the District Strategic Plan and the State Performance Plan.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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 Every Student Success Act (ESSA).</li> <li>• Collaborates with the Department of Education, including grant staff, regarding implementation of supplemental services.</li> <li>• May serve as specific program representative to the Department of Education.</li> <li>• May be responsible for developing and monitoring project budgets.</li> <li>• Conducts formal and informal needs assessments with stakeholder groups, including principals, ESE and general education teachers, related service providers, parents, and community members.</li> <li>• Uses needs assessment results to identify customer requirements and incorporate them into the ESE Strategic Plan.</li> <li>• Assesses customer satisfaction and plans for improvements.</li> <li>• 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.</li> </ul>

## EXCEPTIONAL STUDENT EDUCATION SPECIALST

### ESSENTIAL RESPONSIBILITIES (Continued)

- 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.
  - Maintains records and necessary reports for compliance with federal, state and local requirements.
  - Monitors accurate reporting of students during FTE survey weeks.
  - Performs other related duties as assigned.
- Compliance:**
- Serves as member of ESE Leadership Team.
  - Provides leadership in the development and implementation of the ESE Strategic Action Plans that are aligned to the District Strategic Plan and LEA Profile.
  - Coordinates dispute resolution processes including due process requests, state complaints, resolution and mediation meetings.
  - 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 with required state or federal compliance monitoring activities.
  - Supervises staff who manage the process for students transferring out-of-district ESE students.
  - Provides policy guidance and manages processes surrounding discipline practices for 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.
  - 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 recommendations for ESE curriculum and supplemental instructional materials.
  - Provides support to schools in the development of appropriate service delivery models for 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.
  - Serves as Local Education Agency (LEA) representative, as required.
  - Performs other related duties as assigned.

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### ESSENTIAL RESPONSIBILITIES (Continued)

#### **Low Prevalence / Behavior Services Pre-K-12:**

- Serves as member of ESE Leadership Team.
- Provides leadership in the development and implementation of the ESE Strategic Action Plans that are aligned to the District Strategic 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, area offices, building administrators, and school staff to assist in ensuring appropriate education practices are implemented for students with disabilities.
- Collects and analyzes district data as it relates to disproportionality in the areas of eligibilities and discipline.
- Systematically shares data with schools to assist school staff in monitoring behavior plans, eligibility processes and achievement of students with disabilities.
- May serve as specific program representative to the Department of Education.
- May be responsible for developing and monitoring project budgets.
- Implements and monitors behavioral support programming that lead to improved educational outcomes for students with disabilities, specifically students with emotional behavioral disabilities and Autism.
- Plans, conducts and/or facilitates, and evaluates professional development based on student data to improve academic and behavioral outcomes for students with disabilities.
- Provides onsite support to school administrators and staff with program implementation and program effectiveness.
- 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 recommendations for ESE curriculum materials and supplemental social skills instructional materials.
- Provides support to schools in the development of appropriate service delivery models for students with low prevalence and EBD disabilities.
- Develops processes to monitor the behavioral interventions/behavioral 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.
- Attend relevant professional meetings/conferences chair or serve on committees related to appropriate academic area, programs/projects, and/or specified curriculum.
- Performs other related duties as assigned.

#### **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

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<b>ESSENTIAL RESPONSIBILITIES (Continued)</b>
<p>referral/eligibility/IEP processes.</p> <ul style="list-style-type: none"><li>• Coordinates speech/language, deaf/hard of hearing, vision, and OT/PT services for eligible students</li><li>• Provides direction to schools in aligning curriculum, instruction, and assessment for both standard and Access standard curriculum students.</li><li>• Provides recommendations for ESE curriculum and supplemental instructional materials.</li><li>• Provides support to schools in the development of appropriate service delivery models for students with disabilities.</li><li>• Develops processes to monitor the achievement of students with disabilities.</li><li>• Participates in relevant professional organizations.</li><li>• Supervises all instructional and support personnel, including interviews, recommendations, evaluations, induction of new personnel, Deliberate Practice plans, assignment of duties, substitutes, and payroll.</li><li>• Maintains records and necessary reports for efficient operation of school and compliance with federal, state and local requirements.</li><li>• Monitors accurate reporting of students during FTE survey weeks.</li><li>• Serves as Local Education Agency (LEA) representative, as required.</li><li>• Performs other related duties as assigned.</li></ul>

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### 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; REVISED: MQ, MF, ER 07/09/17 CH; BOARD APPROVED: 08/23/17; REVISED: MQ, ER 04/05/19 LM; BOARD APPROVED: 04/23/19; REVISED MQs 04/09/21, LM; BOARD APPROVED: 04/27/21

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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