

JOB DESCRIPTION

TITLE: Exceptional Student Education (ESE) COORDINATOR
(PreK, Elementary, Secondary-Middle and High)

QUALIFICATIONS

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Education/ Experience	Master's degree or higher with an emphasis in Special Education, Educational Leadership/Administration or Psychology with Certification in Special Education required. Basic computer skills required (e.g., ability to use email).
Language Skills	Ability to read, analyze, and interpret the most complex documents. Ability to respond effectively to the most sensitive inquiries or complaints. Ability to write speeches and articles using original or innovative techniques or style. Ability to make effective and persuasive speeches and presentations on controversial or complex topics to top management, public groups and/or board of directors.
Mathematical Skills	Ability to work with mathematical concepts such as probability and statistical inference, and fundamentals of plane geometry. Ability to apply concepts such as fractions, percentages, ratios, and proportions to practical situations.
Certificate/License	Florida State Certification in the field of Special Education and Educational Leadership or Administration and Supervision.
Reasoning Ability	Ability to define problems, collect data, establish facts, and draw valid conclusions. Ability to interpret an extensive variety of technical instructions in mathematical or diagram form and deal with several abstract and concrete variables.
Physical Demands	The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. While performing the duties of this job, the employee is regularly required to sit. The employee is required to talk and hear. The employee is required to stand; walk; use hands to finger, handle or feel; and reach with hands and arms. The employee must occasionally lift and/or move up to 10 pounds. Specific vision

abilities required by this job include close vision, distance vision and ability to adjust focus. The employee shall remain free of any alcohol or non-prescribed controlled substance in the workplace throughout his/her employment by the District.

Work Environment The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The noise level in the work environment is usually quiet.

REPORTS TO Director of Exceptional Student Education

GENERAL RESPONSIBILITIES

1. Coordinates Exceptional Student Education program planning, evaluation, and services for preschool, elementary and secondary students with disabilities (PreK-12) to ensure the provision of a Free Appropriate Public Education (FAPE). Supports instructional school staff and administrative personnel in the provision of programs and services for students with disabilities.

SPECIFIC RESPONSIBILITIES

1. Assists in the development of Exceptional Student Education (ESE) program curriculum, goals and objectives, planning procedures and activities, evaluation procedures and results.
2. Assists school personnel in the implementation of the Individual Educational Plan (IEP), including procedures, documents, compliance and curriculum content that interface with Basic and Vocational Education.
3. Provides technical assistance to personnel in schools with the eligibility staffing of exceptional students as required by State and Federal Rules.
4. Assists in the determination of program effectiveness by examining and monitoring performance of students with disabilities as evidenced by IEP evaluation criteria/schedules and results; student performance as evidenced by State Assessment Data or other district/program; standardized test data; and student performance as evidenced by dismissal/reassignment, movement to less restrictive environment, decrease in need of time in program, and transition student outcomes.
5. Collaborates with parents, community agencies and others in the coordination of programs and services for exceptional students.
6. Facilitates, provides and designs in-service training and professional development for staff serving students with disabilities.

7. Provides data to FTE Department to assist in projecting and assigning staffing allocations for ESE services at all district schools.
8. Provides supervision and evaluation of assigned district personnel.
9. Develops education specification for construction of new ESE classrooms with recommendations for furniture, equipment and supplies as they relate to assigned ESE level of responsibility.
10. Performs other duties as assigned.