

## JOB DESCRIPTION

TITLE PRE-K STAFFING-TRANSITION SPECIALIST

### 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	Bachelor's degree in Special Education with emphasis in Early Childhood Education or related field. Minimum five years teaching experience with preschool students with disabilities. Computer skills required (e.g. ability to use email).
Language Skills	Ability to read, analyze, and interpret common scientific and technical journals, financial reports, and legal documents. Ability to respond to common inquiries or complaints from customers, regulatory agencies, or members of the community. Ability to effectively present information to top management, public groups, and/or the school board.
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 solutions.
Certificate/License	Florida Teacher Certification in any Exceptional Ed Field, prefer Certification in Early Childhood Ed: Preschool Ed and/or PreK Handicapped Endorsement, and a Florida Driver License.
Reasoning Ability	Ability to apply principles of logical or scientific thinking to a wide range of intellectual and practical problems. Ability to deal with nonverbal symbolism (formulas, scientific equations, graphs, etc.) in its most difficult phases. Ability to deal with a variety of 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 required to sit, talk and hear; stand and walk; use hands to finger, handle, or feel; reach with hands and arms. The employee occasionally lifts and/or moves up to 25 pounds. Specific vision ability required by this job includes close vision, distance vision, and the 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. In addition, the employee shall be free of any substance, prescribed or otherwise, that impairs the employee's work performance or the safety of others while on duty.

**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 moderate.

**REPORTS TO**              Executive Director of Exceptional Student Education

#### GENERAL RESPONSIBILITIES

1. Functions as an ESE designee for the Preschool Assessment Team facilitating county-wide initial evaluations, staffing/placement, and development of Individual Education Plans (IEP), including activities for children with disabilities transitioning from Part C (Early Intervention Program) to Part B Preschool.
2. Supports instructional staff in the provision of services for students with disabilities enrolled in the Preschool Disabilities Program.

#### SPECIFIC RESPONSIBILITIES

1. Maintains a working knowledge of local, state, and federal law and guidelines pertaining to IDEA compliance (eligibility, individual education plans, family support plans, delivery of services, procedural safeguards).
2. Acts as the designee for the Executive Director of ESE by participating in the staffing committee and recommending approval of eligibility for special programs.
3. Prepares, reviews, and monitors the correct completion of the Eligibility Staffing and IEP documentation pertaining to special education services to ensure compliance.
4. Provides collaborative services to general and special education preschool teachers, including primary care providers (child care providers and parents) that are necessary to meet the needs of children with disabilities being served in the least restrictive environment.
5. Monitors accommodations, adaptations or behavior management strategies that are to be implemented by general and special education teachers and primary care providers through the consultative delivery model.
6. Acts as a liaison between the Child Find referral source (Early Intervention Program, Florida Diagnostic and Learning Resources, Basic PreK) and district administrative staff, and between the parent and the PreK Assessment Team.
7. Documents all meetings on a monthly basis, including participants and meeting outcomes.

8. Participates in formal Transition Planning (including determination of needed evaluations and parent orientation) with the Early Intervention (EI) Program for IDEA, Part C children at least 90-days prior to the child's third birthday.
9. Assists with the professional staff development of PreK ESE teachers and provides follow-up/technical support.
10. Facilitates scheduling of staffing/placement meetings (transfer of student records) for Basic PreK children with the ESE Specialist at the child's attending public school.
11. Facilitates transfer of student records (PreK Assessment Team evaluation and staffing/IEP) for children eligible for the Preschool Disabilities Program to the zone elementary site for services.
12. Performs other duties as assigned.