

Job Title: **Subject Area Specialist/ESE – Speech Language Impaired**



Position Description

To perform this job successfully, an individual must be able to perform the essential job functions consistently and to the satisfaction of the employer. Reasonable accommodations may be made for qualified disabled individuals. This job description is not an exhaustive list, as employees may be required to perform duties not specifically designated within this document, at the employer's discretion. The Escambia County School District reserves the right to modify or interpret this job description as needed.

FLSA Status: Exempt
Reports to: Appropriate Supervisor or Designee
Supervises: Appropriate Staff as required
Pay Grade: Administrative – 12

APPROVED
ESCAMBIA COUNTY SCHOOL BOARD
JUNE 20, 2017
MALCOLM THOMAS, SUPERINTENDENT
VERIFIED BY RECORDING SECRETARY

JOB SUMMARY

The purpose of this position is to coordinate, manage, and supervise the provision of services provided through the Speech Language Impaired Program, as well as the Program for Students who are Deaf or Hard of Hearing.

ESSENTIAL JOB FUNCTIONS

- Performs curriculum development, review, and implementation.
- Supervises teachers, therapists, audiologists, interpreters, and support personnel in the programs in all stages including, recruitment, interviewing, hiring, developing contracts with agencies, evaluation, staff development, assigning Speech Language Pathologists (SLP) to sites and job responsibilities, processing leave and travel forms, maintaining schedules of itinerant personnel, calculating percentage of time in schools, etc.
- Manages the program and projections for FTE and staffing allocations, analyzes data to make recommendations for program development, expansion, and materials/equipment needs.
- Performs conflict resolution among parents, teachers, administration, schools to mediate and problem solve in controversial situations.
- Facilitates student identification, eligibility, placement, transfers and enrollment, and assists in the determination of Free Appropriate Public Education (FAPE) for ESE students.
- Manages resources for the program for fiscal, material, personnel, technology, equipment, and support services.
- Monitors student records for compliance, accuracy, and completeness.
- Assumes other responsibilities as assigned by ESE Director.
- Develops, reviews, and implements procedures in compliance with Florida Statutes and Federal Regulations in regards to screening, referral, evaluation, eligibility, placement, re-evaluation, and termination of services for the SLI Program.
- Monitors the SLI and Deaf or Hard of Hearing Programs for compliance with School Board of Escambia County's operating policies and procedures, Americans with Disabilities Act, Individuals with Disabilities Education Act, and subsequent Federal

Regulations pertaining to the implementation of IDEA, Section 504 of the Rehabilitation Act of 1973, State Board of Education Rules/Regulations/Statutes, Pupil Progression Plan of Escambia County, Florida, Federal Family Education Right to Privacy Act, and DOE and Local Technical Assistance Papers, and court rulings which directly affect the interpretation of all guidelines listed above.

- Manages needs for sign language interpreting across the District.
- Serves as a liaison to the Florida Bureau of Instruction and Community Services as assigned.
- Disseminates information to community shares-holders regarding ESE programs, resources, and training.
- Increases public awareness of existing programs and services.
- Provides information regarding the evaluation, identification, and placement of exceptional students along with the dissemination and explanation of procedural safeguards as outlined in the federal law.
- Maintains personal contact with co-workers, teachers, parents, school-based administration, District administration and staff, supervisors, supervisees, rehabilitation personnel, agency personnel, therapy providers, personnel, Department of Education representatives, representatives from other school Districts, attorneys, and advocates.
- Maintains a close working relationship with District and school personnel to ensure information exchange, coordination, and support for the decision-making process and the collection of feedback concerning services.
- Responds to inquiries or concerns in a timely manner.
- Keeps the ESE Director informed about potential problems or unusual events.
- Facilitates the development, implementation, and evaluation of staff development activities in content or program area.
- Keeps abreast of federal and state laws, rules, and policies relevant to assigned area.
- Sets high standards and expectations for self and others.
- Conducts needs assessments to assist in coordinating professional development training in ESE.
- Attends training sessions, conferences, and workshops to keep abreast of current practices, programs, and legal issues.
- Conducts a personal assessment periodically to determine professional development needs with reference to specific assignment.
- Assists in maintaining appropriate coordination among the various ESE programs.
- Prepares and submits required reports and maintains appropriate records.
- Serves on District, state, or community councils or committees as appropriate or assigned.
- Supports the goals and priorities of the District.
- Represents the District in a positive and professional manner.
- Performs other duties as assigned.

MINIMUM REQUIREMENTS

- Master's Degree from an accredited educational institution.
- Florida certification in Speech Language Impaired and certification in Administration and Supervision, Educational Leadership, or School Principal.
- Minimum of five (5) years of experience of in Exceptional Student Education.

- The Certificate of Clinical Competence in Speech Language Pathology by the American Speech Language Hearing Association.
- Qualifications may vary from the above requirements to such a degree as the Superintendent and Board determine is necessary and appropriate to ensure properly qualified personnel in each specialized assignment.

KNOWLEDGE, SKILLS, AND ABILITIES

- Requires knowledge of educational theories, principles, practices, and techniques related to Exceptional Student Education (ESE).
- Requires skills in human relations including: recruitment, retention, human dynamics, evaluation, and leadership skills/techniques.
- Requires the ability to communicate effectively including: problem solving, conflict resolution, mediation, and oral and written communication abilities.
- Requires knowledge of specific exceptionalities including federal, state, local laws, rules, regulations, statutes, and procedures pertaining to the effective operation and management of the Speech Language Impaired (SLI) Program.
- Requires the ability to display knowledge of school finance and budgeting.
- Requires the ability to collect, analyze, and interpret data.
- Requires the ability to use technology appropriately for modern office operations such as: word processing, telecommunications use, spreadsheet data collection, and information management.
- Requires knowledge of evaluation systems, techniques, and instruments including their purpose, appropriate application, and interpretation of results.
- Requires the ability to display knowledge of curriculum development and design.
- Requires the ability to research, implement, and evaluate curriculum products, models, and components as well as developing unique products for non-traditional programs.
- Requires the ability to display knowledge of staff development rules, locates appropriate providers, organizes and facilitates the activities, implements the training, and evaluates for effectiveness and carry over.
- Requires the ability to develop District procedures to comply with and complement existing federal, state, and local laws/rules/regulations/policies/and guidelines in order for programs to operate as intended/prescribed.
- Requires the ability to consult and collaborate with parents and educators related to ESE services.
- Requires the ability to ensure appropriate programs for exceptional students.

PHYSICAL DEMANDS

Demands are mostly those typically found in an office-type setting such as: sitting, walking, bending, reaching, climbing stairs, and occasionally lifting. Requires travel between sites within the District and attendance at workshops, conferences, meetings, training sessions, and courses. Medium work: Exerting up to 50 pounds of force occasionally, and/or up to 30 pounds of force frequently, and/or up to 10 pounds of force constantly to move objects. The work also requires the following physical abilities in order to perform the essential job functions: feeling, fingering, grasping, handling, hearing, mental acuity, repetitive motion, speaking, standing, talking, and visual acuity.

WORKING CONDITIONS

Employees in this position work in a safe and secure work environment that may periodically have unpredicted requirements or demands.

Date of Board Approval: June 20, 2017, effective July 1, 2017

Date of Revision: