

**School District of Santa Rosa County
Job Description**

Academic Intervention Specialist

Reports to: School Principal	FLSA Status: Exempt
Department: School Based	Prepared by: Human Resources
Date: May 22, 2014	Job Code: 21213, 21214, 21217

Principal Duties and Responsibilities (Essential Functions):

- Meets and instructs assigned reading class(es) of K-2 students in the locations and at the times designated. If required to work at more than one location, must provide reasonable means of transportation
- Completes duties as assigned as a reading teacher in the instructional personnel job description
- Coordinates literacy programs and activities designed to meet the needs of all students assigned to grade K-5
- Promotes family involvement in education through partnerships between schools, parents, other organizations, agencies, parent centers, and community-based family partners
- Increases educators' awareness of the issues that impact family involvement for at-risk, minority, or hard-to-reach families
- Provides information, training, and support for families and educators
- Increases educators' awareness of the issues that impact family involvement for at-risk, minority, or hard-to-reach families
- Assists with activities related to reading assessment of students
- Collaborates with all other professional reading and support personnel in the delivery of multi-system support for teachers and students

Supervision Received:

Supervisor/s—School Administration

Supervision Exercised:

N/A

Minimum Qualifications & Skills Required:

1. Bachelor's degree or higher from an accredited institution
2. Currently hold or eligible for Florida teaching certificate or appropriate license

Preferred:

1. Highly Qualified
2. Five years elementary experience

Physical Demands:

Exerting up to 20 lbs. of force occasionally and/or up to 10 lbs. of force as needed to move objects. While performing the responsibilities of the job, the employee is required to talk and hear. The employee is often required to sit and use their hands and fingers, to handle or feel. The employee is required to stand, walk, reach with arms and hands, climb or balance, and to stoop, kneel, crouch or crawl. Vision abilities required by this job include close vision. Reasonable accommodations may be made to enable individuals with disabilities to perform essential functions.

Terms of Employment:

Approved compensation plan
Teacher position paid from the instructional salary scale

Conclusion:

This job description is intended to convey information essential to understanding the scope of the job and the general nature and level of work performed by job holders within this job. However, this job description is not intended to be an exhaustive list of qualifications, skills, efforts, duties, and responsibilities or working conditions associated with the position.

**School District of Santa Rosa County
Job Description**

Academic Intervention Specialist for Middle School Mathematics

Reports to: School Principal	FLSA Status: Exempt
Department: School Based	Prepared by: Human Resources
Date: May 22, 2014	Job Code: 21216

Principal Duties and Responsibilities (Essential Functions):

- Provides supplemental small group differentiated mathematics intervention for students in grades 6-8 in the locations and at the times designated not to exceed 180 minutes/day. If required to work at more than one location, must provide reasonable means of transportation
- Completes duties as assigned as a math teacher in the instructional personnel job description
- Coordinates math intervention programs and activities designed to meet the needs of all students assigned to grades 6-8
- Promotes family involvement in education through partnerships between schools, parents, other organizations, agencies, parent centers, and community-based family partners
- Increases educators' awareness of the issues that impact family involvement for at-risk, minority, or hard-to-reach families
- Provides information, training, and support for families and educators
- Increases educators' awareness of the issues that impact family involvement for at-risk, minority, or hard-to-reach families
- Assists with activities related to math assessment of students
- Collaborates with all other professional math and support personnel in the delivery of multi-system support for teachers and students

Supervision Received:

Supervisor/s—School Administration

Supervision Exercised:

N/A

Minimum Qualifications & Skills Required:

1. Bachelor's degree or higher from an accredited institution
2. Currently hold or eligible for Florida teaching certificate or appropriate license

Preferred:

1. Highly Qualified
2. Currently holds certification in Middle Grades Mathematics (5-9) or Mathematics (6-12)
3. Five years Middle Grades experience

Physical Demands:

Exerting up to 20 lbs. of force occasionally and/or up to 10 lbs. of force as needed to move objects. While performing the responsibilities of the job, the employee is required to talk and hear. The employee is often required to sit and use their hands and fingers, to handle or feel. The employee is required to stand, walk, reach with arms and hands, climb or balance, and to stoop, kneel, crouch or crawl. Vision abilities required by this job include close vision. Reasonable accommodations may be made to enable individuals with disabilities to perform essential functions.

Terms of Employment:

Approved compensation plan
Teacher position paid from the instructional salary scale

Conclusion:

This job description is intended to convey information essential to understanding the scope of the job and the general nature and level of work performed by job holders within this job. However, this job description is not intended to be an exhaustive list of qualifications, skills, efforts, duties, and responsibilities or working conditions associated with the position.

**School District of Santa Rosa County
Job Description**

Adaptive Physical Education

Reports to: Director of Student Services or Director of Exceptional Student Education	FLSA Status: Exempt
Department: Student Services	Prepared by: Human Resources
Date: May 22, 2014	Job Code: 25350

Principal Duties and Responsibilities (Essential Functions):

- Provide direct instruction for eligible students, using adaptive physical education techniques, to improve physical fitness, gross motor skills, perceptual motor skills, or sports and game achievement.
- Provide adaptive physical education services to students with intellectual disabilities, autism, traumatic brain injury, orthopedic impairments, or other disabling condition which inhibit full participation in the general physical education curriculum.
- Coordinate with ESE teachers and ancillary personnel in planning, developing, and implementing the adaptive physical education program and Sports Ability/Special Olympics games.
- Prepare individual educational goals, lesson plans, grades, and information to classroom teachers concerning student progress.
- Adapt instructional techniques to the age and skill levels of students.
- Assess students' physical progress or needs.
- Communicate behavioral observations and student progress reports to students, parents, teachers, or administrators.
- Establish and maintain standards of behavior to create safe, orderly, and effective environments for learning.
- Maintain inventory of instructional equipment, materials, or aids.
- Continue professional growth through educational meetings, reading professional literature, professional development and exchanging ideas with district staff.
- Work in varied settings and devise a working schedule compatible with several school locations.
- To perform other duties and responsibilities as assigned by the Director of Student Services or the Directors of Exceptional Student Education.

Supervision Received:

Director of Student Services or Director of Exceptional Student Education

Supervision Exercised:

No supervisory duties

Minimum Qualifications & Skills Required:

1. Bachelor's degree or higher from an accredited institution
2. Currently hold or eligible for Florida teaching certificate or appropriate license in field

Preferred:

Highly Qualified
ESE Certification K-12

Physical Demands:

1. Exerting up to 20 lbs. of force occasionally and/or carry, lift or move students or equipment weighing up to 50 lbs.
2. Possess sensory skills to effectively communicate with others as normally defined by the ability to see, read, talk or hear.
3. Ability to be physically mobile as normally defined by the ability to stand for extended time periods, walk, reach with arms and hands, climb or balance, and to stoop, kneel, crouch or crawl.
4. Ability to sit for extended time periods and use their hands and fingers, for manual dexterity.
5. Ability to handle and mobilize equipment or lift/carry students.

Reasonable accommodations may be made to enable individuals with disabilities to perform essential functions.

Terms of Employment:

Approved compensation plan
Teacher position paid from the instructional salary scale

Conclusion:

This job description is intended to convey information essential to understanding the scope of the job and the general nature and level of work performed by job holders within this job. However, this job description is not intended to be an exhaustive list of qualifications, skills, efforts, duties, and responsibilities or working conditions associated with the position.

**School District of Santa Rosa County
Job Description**

Elementary Teacher

Reports to: School Principal	FLSA Status: Exempt
Department: School Based	Prepared by: Human Resources
Date: May 22, 2014	Job Code: 21010, 21020, 21030, 21040, 21050, 21060, 21070, 21061, 21062, 21063, 21071, 21072, 21073, 21101, 21081, 21091, 21021, 21102, 21092, 21082, 21103, 21093, 21083, 21023, 21104, 21084, 21094, 21219, 20334

Principal Duties and Responsibilities (Essential Functions):**

Planning and Instructional Design:

- Plans, organizes, and prepares for classes assigned and presents documented evidence of preparation upon request of immediate supervisor.
- Demonstrates and differentiates methods required to perform classroom and/or subject specific assignments for the purpose of providing an effective program that addresses individual student requirements.
- Prepares a variety of written materials (e.g. grades, lesson plans following scope and sequence, correspondence with parents and students, examinations and quizzes, attendance, anecdotal records, etc.) for the purpose of documenting student progress and meeting mandated requirements.

Learning Environment:

- Meets and instructs assigned classes in the locations and at the times designated. If required to work at more than one location, must provide his/her personal means of transportation.
- Provides for appropriate supervision of students and manages student behavior for the purpose of providing a safe and optimal learning environment.
- Counsels students regarding academic needs, health status, appropriate behavior, problem solving, personal needs, and a variety of other concerns for the purpose of improving social and academic performance.
- Monitors students in a variety of educational environments (e.g. classroom, cafeteria, playground, school grounds, hallways, restrooms, field trips, etc.) for the purpose of providing a safe and positive learning environment.
- Reports incidents (e.g. fights, suspected child abuse, suspected substance abuse, harassment, zero tolerance offenses etc.) for the purpose of maintaining personal safety of students, providing a positive learning environment and adhering to state law and board policies.

Instructional Delivery and Facilitation:

- Employs a variety of instructional techniques, methods and materials which are appropriate to the needs and capabilities of the students, and are consistent to the assigned teaching responsibility.
- Directs assistant teachers, student teachers, instructional assistants, volunteers and/or student workers for the purpose of providing an effective classroom program and addressing the needs of individual students.
- Instructs students for the purpose of improving their success in academics through a defined course of study.
- Responds to student, faculty and parental inquiries for the purpose of achieving overall student, school and family success.
- Supports other classroom teachers for the purpose of assisting them in the implementation of established curriculum and/or individual student plans.

Assessment:

- Administers and develops subject specific assessments for the purpose of assessing student competency levels and/or developing individual learning plans as required by the school district.
- Advises parents and/or legal guardians of student progress for the purpose of communicating expectations; student's achievements; developing methods for improvement and/or reinforcing classroom goals in the home environment.
- Assesses student progress towards learning targets, objectives, expectations, and/or goals for the purpose of providing feedback to students, parents and administration.

Continuous Professional Improvement:

- Collaborates with instructional staff, other school personnel, parents and a variety of community resources for the purpose of improving the overall quality of student outcomes, achieving established classroom objectives in support of the school improvement plan.

- Attends and participates in faculty meetings, grade level meetings, collaborative planning activities, professional learning, and other school/personal growth opportunities for the purpose of improving student outcomes through personal improvement and school improvement.

Professional Responsibility and Ethical Conduct:

- Implements the school's and district's philosophy of education and instructional goals in order to align personal focus with school and district professional direction.
- Maintains accurate, complete, and correct records as required by applicable laws, policies, procedures and regulations to ensure the accurate communication and collection of important district, school, and student information.
- Assists in upholding and enforcing administrative regulations and applicable policies, regulations and procedures.
- Participates in a variety of meetings (including but not limited to 504 Meetings, IEP meetings, grade level meetings, data team meetings, collaborative planning meetings) for the purpose of conveying and/or gathering information required to perform functions and to improve student achievement.
- Adheres to emergency procedures and responds to emergency situations for the purpose of resolving immediate safety concerns.
- Responds to inquiries from a variety of sources (e.g. other teachers, parents, administrators, students, central office staff, etc.) for the purpose of resolving issues, providing information and/or direction.
- Accepts responsibility for collaborative teaching assignments, co-teaching and inclusion assignments, co-curricular activities, and other collaborative all day or partial day assignments for the purpose of meeting the needs of all learners including learners with disabilities/differences/other languages.
- Establishes and maintains cooperative relations with students, faculty, staff, and parents.
- Assumes the responsibility to maintain a valid Florida teacher's certificate.
- Performs other tasks and/or responsibilities as assigned by the principal.

Supervision Received:

Supervisor/s – School Administration

Supervision Exercised:

Paraprofessionals as assigned

Minimum Qualifications & Skills Required:

1. Bachelor's degree or higher from an accredited institution
2. Currently hold or eligible for Florida teaching certificate or appropriate license

Preferred:

1. Highly Qualified
2. ESE Certification K-12

Physical Demands:

Exerting up to 20 lbs. of force occasionally and/or up to 10 lbs. of force as needed to move objects. While performing the responsibilities of the job, the employee is required to talk and hear. The employee is often required to sit and use their hands and fingers, to handle or feel. The employee is required to stand, walk, reach with arms and hands, climb or balance, and to stoop, kneel, crouch or crawl. Vision abilities required by this job include close vision. Reasonable accommodations may be made to enable individuals with disabilities to perform essential functions.

Terms of Employment:

Approved compensation plan
Teacher position paid from the instructional salary scale

Conclusion:

This job description is intended to convey information essential to understanding the scope of the job and the general nature and level of work performed by job holders within this job. However, this job description is not intended to be an exhaustive list of qualifications, skills, efforts, duties, and responsibilities or working conditions associated with the position.

**School District of Santa Rosa County
Job Description**

Job Title: GUIDANCE CERTIFIED SCHOOL COUNSELOR ON SPECIAL ASSIGNMENT FOR STUDENT SERVICES AND ASSESSMENT

Reports to: Director of Student Services/Exceptional Student Education Coordinator of Assessment	FLSA Status: Exempt
Department: Student Services & Assessment	Prepared by: Human Resources
Date: May 22, 2014	Job Code: 20132

Principal Duties and Responsibilities (Essential Functions) Related to School Counseling:

- Facilitates professional growth through in-service training for guidance certified school counselors
- Coordinates dissemination of career and related program information
- Facilitates dissemination of information relating to college entrance exams, financial aid, scholarships and other post-secondary related activities and programs
- ~~Coordinates the administration of standardized tests~~
- Serves as a liaison for school counselors and advocates in their behalf
- Coordinates planning for College Night Fair, dissemination of information and related activities
- Supervises and maintains the *District Comprehensive Student Development Plan*, sending yearly reports to the School Board and Florida Department of Education
- Assists in planning and evaluation of overall guidance program through maintenance of yearly guidance calendars and action plans from each school
- ~~Assists in organization and utilization of Child Study/Intervention Assistance Teams~~
- Maintains the *Student Records Handbook*, providing training, assistance, and communication with student records personnel to keep schools abreast of recent policies
- Assists in development of policies, guidelines, and procedures relating to student services
- Assist in the implementation of the Multi-Tiered System of Support process.
- Serves as representative/liaison to appropriate community agencies and organizations
- Maintains accurate and complete, and correct records as required by applicable laws, policies, procedures, and regulations
- Assists in upholding and enforcing administrative procedures, regulations, and applicable policies
- Responds to student, faculty, parental, and community inquiries
- Assumes the responsibility to maintain a valid Florida teacher's certificate
- Participates in activities for continued professional growth
- Performs other tasks and/or responsibilities as assigned by the Director of Student Services
- Provides own method of transportation to various locations when required

Principal Duties and Responsibilities (Essential Functions) Related to Assessment:

- Assists with providing test coordinator training for each assessment
- Attends the yearly state assessment training and views training assessment webinars when provided
- Interprets all assessment manuals to various personnel
- Disseminates state communications and reports in a timely manner
- Answers all forms of communication as quickly as possible
- Provides updated accommodations information related to each assessment to ESE liaisons and school counseling offices

Assists in the ordering of test materials as needed
Prepares and keeps accurate records related to test security
Assists in the investigation of breaches of security and test irregularities
Organizes the delivery and pick-up of test materials
Disseminates shipping deadlines and follows through with due dates
Assists in the organization of the district's assessment schedule and delivery to all stakeholders
Provides for the assessment of home education students
Performs other tasks and/or responsibilities as assigned by the Coordinator of Assessment

Supervision Received: Annual evaluation by the Director of Student Services ~~Exceptional Student Education~~ and Coordinator of Assessment in accordance with the Master Contract, local policies, and state law

Supervision Exercised: Is personally responsible for satisfying all of the above-reference essential functions with minimal supervision.

Minimum Qualifications & Skills Required:

Master's degree or higher from an accredited institution
Currently hold or eligible for Florida teaching certificate in School Guidance and Counseling
Eight (8) years of successful experience in public school education with at least five years as a certified school guidance counselor
Professional communication skills are required to be used for articulate speech including vocabulary appropriate to tasks as well as writing that includes appropriate grammar, spelling, and sentence structure
Skills are needed to perform multiple, technical tasks with a need to periodically upgrade skills in order to meet changing job conditions
Ability is required to read, interpret, and follow Federal and Florida State Statutes, State Board Rules, Code of Ethics, School Board policies, and policies unique to student services and administration of state assessments
Flexibility is required to independently work with others in a wide variety of circumstances, communicating with diverse groups, maintaining sensitivity and confidentiality, meeting deadlines and schedules, setting priorities, working as part of a team, and working with frequent interruptions.
Skills are required in applying assessment instruments and interpreting test results

Physical Demands:

Exerting up to 20 lbs. of force occasionally and/or up to 10 lbs. of force as needed to move objects. While performing the responsibilities of the job, the employee is required to talk and hear. The employee is often required to sit and use their hands and fingers, to handle or feel. The employee is required to stand, walk, reach with arms and hands, climb or balance, and to stoop, kneel, crouch or crawl. Vision abilities required by this job include close vision. Reasonable accommodations may be made to enable individuals with disabilities to perform essential functions.

Terms of Employment: Ten months

Conclusion:

This job description is intended to convey information essential to understanding the scope of the job and the general nature and level of work performed by job holders within this job. However, this job description is not intended to be an exhaustive list of qualifications, skills, efforts, duties, and responsibilities or working conditions associated with the position.

**School District of Santa Rosa County
Job Description**

ESOL Resource Teacher

Reports to: Coordinator of Literacy	FLSA Status: Exempt
Department: Literacy	Prepared by: Human Resources
Date: May 22, 2014	Job Code: 27040

Principal Duties and Responsibilities (Essential Functions):

- Meet and instruct assigned classes in the locations and at the times designated. If required to work at more than one location, must provide own reasonable means of transportation.
- Develop, manage and maintain a classroom environment conducive to effective learning.
- Prepare for classes assigned and present documented evidence of preparation upon request of immediate supervisor.
- Encourage students to set and maintain appropriate standards of classroom behavior.
- Employ a variety of instructional techniques, methods and materials which are appropriated to the needs and capabilities of the students and are consistent to the assigned teaching responsibility.
- Implements the school's and district's philosophy of education and instructional goals and objectives.
- Evaluate student's progress as required by the school district.
- Maintain accurate, complete, and correct records as required by applicable laws, policies, procedures and regulations.
- Assist in upholding and enforcing administrative regulations and applicable policies, regulations and procedures.
- Attend and participate in staff meetings.
- Cooperate with other staff members in planning and implementing instructional goals, objectives, methods and programs.
- Provide for appropriate supervision of students.
- Assist in the selection, proper usage, and security of appropriate instructional media and materials.
- Read and evaluate student assignments.
- Respond to student, faculty and parental inquiries.
- Plan, organize, and communicate instructional curriculum.
- Assume the responsibility to maintain a valid Florida Teacher's Certificate.
- Provide meaningful staff development and training for teachers and administrators in best practices and strategies in teaching ESOL students.
- Analyze student achievement data to determine curriculum development and assessment to schools and teachers to improve student achievement in ESOL.
- Develop and provide resources for curriculum development and assessment to schools and teachers to improve student achievement in ESOL.
- Assist in bringing funding, resources, and recognition to district ESOL curriculum projects.
- Administrator ESOL program according to state statutes and federal mandates.
- Maintain expertise in ESOL curriculum design and best practices through ongoing professional development, participation in professional organizations, and professional reading and research.
- Supervise and assist in ESOL student's assessment to identify areas of strength and weakness in the curriculum.
- Provide specified services, support and staff development in ESOL to Title I schools and teachers.
- Assist in the interpretation, implementation, and administration of applicable district, state, and federal policies, laws, grants and regulations and in organizational analysis and development.
- Maintain official records and files and performs other incidental tasks consistent with the goals and objectives of this position.
- Perform other tasks and/or responsibilities as assigned by the Coordinator of Literacy.

Supervision Received:

Literacy Coordinator

Supervision Exercised:

N/A

Minimum Qualifications & Skills Required:

1. Bachelor's degree or higher from an accredited institution
2. Currently hold or eligible for Florida Teaching Certificate or appropriate license
3. Currently hold or eligible for ESOL certifications or endorsement.

Preferred:**Physical Demands:**

Exerting up to 20 lbs. of force occasionally and/or up to 10 lbs. of force as needed to move objects. While performing the responsibilities of the job, the employee is required to talk and hear. The employee is often required to sit and use their hands and fingers, to handle or feel. The employee is required to stand, walk, reach with arms and hands, climb or balance, and to stoop, kneel, crouch or crawl. Vision abilities required by this job include close vision. Reasonable accommodations may be made to enable individuals with disabilities to perform essential functions.

Terms of Employment:

- Approved Compensation Plan/Teacher position paid from the instructional salary scale
- Ten Months
- 7.5 hours per day

Conclusion:

This job description is intended to convey information essential to understanding the scope of the job and the general nature and level of work performed by job holders within this job. However, this job description is not intended to be an exhaustive list of qualifications, skills, efforts, duties, and responsibilities or working conditions associated with the position.

**School District of Santa Rosa County
Job Description**

Exceptional Student Education (ESE) Liaison

Reports to: Director of ESE	FLSA Status: Exempt
Department: Exceptional Student Education	Prepared by: Human Resources
Date: May 22, 2014	Job Code: 25061

Principal Duties and Responsibilities (Essential Functions):**

- **Maintains a working knowledge and ensures IEP meeting procedures are in compliance with federal, state, and local rules and regulations regarding Individuals with Disabilities Education Act (IDEA) and Exceptional Student Education (ESE) district level programming
- **Acts as the district designee as the Local Education Agent (LEA) in facilitating a compliant and accurate Individual Education Plan (IEP) at assigned schools
- **Demonstrates knowledge and effective use of the Student Services Support System (S4), the electronic system used by Santa Rosa District Schools for maintenance of ESE and Student Services information
- **Facilitates the eligibility/placement and re-evaluation process ensuring compliance with timelines and criteria set forth in Florida Statute and in Santa Rosa Special Policies and Procedures Manual
- **Coordinates with general education (GE) teachers' and ESE teachers' planning notes to develop a draft IEP prior to facilitating the IEP in develop a final IEP
- **Schedules and facilitates articulation meetings in the spring for ESE students moving from school to school
- **Reviews documentation for ESE students transferring from other districts/states to ensure comparable services are provided in compliance with Florida Statute and Santa Rosa Special Policies and Procedures
- **Ensures that the ESE file within the cumulative folder, is maintained in compliance with the Santa Rosa District Student Records Handbook and directives from the auditor general's office
- **Collaborates with the Coordinator of Compliance to monitor periodic internal program reviews, pre-audit procedures, (FLDOE) annual self-assessment processes, periodic FTE audits, and any other scheduled or spontaneous audits/program reviews
- **Participate in training that will ensure current information and implementation of assigned position responsibilities
- Serves as the information liaison between parents, school administration, teachers and students facilitating positive, timely and accurate communication in maintaining the IEP development and implementation process
- **Monitors compliance and communicates with Coordinator of Compliance and the Deputy Director of ESE regarding IEP implementation, MTSS process pertaining to ESE students within general education classroom and ESE teachers
- Assists with essential training for ESE and GE personnel as assigned
- Maintain a reliable, personal mode of transportation to navigate between assigned schools to perform assigned duties
- Performs other duties as assigned

Supervision Received:

Director of Exceptional Student Education
Deputy Director of Exceptional Student Education
Immediate Supervisor: Coordinator of Compliance

Supervision Exercised:

None

Minimum Qualifications & Skills Required:

Currently hold or eligible for a Florida teaching certificate in one area of ESE,
Five years of teaching experience in ESE
Demonstrate the ability to accurately execute IDEA federal, state and district rules and regulations

Preferred:

Physical Demands:

Exerting up to 20 lbs. of force occasionally and/or up to 10 lbs. of force as needed to move objects. While performing the responsibilities of the job, the employee is required to talk and hear. The employee is often required to sit and use their hands and fingers, to handle or feel. The employee is required to stand, walk, reach with arms and hands, climb or balance, and to stoop, kneel, crouch or crawl. Vision abilities required by this job include close vision. Reasonable accommodations may be made to enable individuals with disabilities to perform essential functions.

Terms of Employment:

LENGTH OF EMPLOYMENT: Ten months

SALARY: Based on the adopted salary schedule for instructional personnel

Conclusion:

This job description is intended to convey information essential to understanding the scope of the job and the general nature and level of work performed by job holders within this job. However, this job description is not intended to be an exhaustive list of qualifications, skills, efforts, duties, and responsibilities or working conditions associated with the position.

**School District of Santa Rosa County
Job Description**

Media Specialist

Reports to: School Principal	FLSA Status: Exempt
Department: School Based	Prepared by: Human Resources
Date: May 22, 2014	Job Code: 20110, 20100, 20121, 20122, 20123, 20124

Principal Duties and Responsibilities (Essential Functions):

- Organizes and implements an open-concept media program which fully supports the educational goals and objectives of the school.
- Supports curriculum through cooperative planning and consultation with faculty and administration.
- Creates and facilitates an appropriate atmosphere of educational innovation, and accepts leadership responsibilities for new directions in educational development.
- Instructs small and large groups in sequential information retrieval skills.
- Teaches lessons with specific objectives defined by and in cooperation with individual teachers.
- Provides guidance in selection, location, utilization and evaluation of print and non-print materials and in technology.
- Furnishes reading guidance for patrons with unique needs, and encourages all patrons to adopt lifelong reading interests.
- Maintains continuing knowledge and awareness of new technologies and how they impact the curriculum and instruction.
- Conducts ongoing form and informal faculty inservice in the field of technology.
- Trouble shoots malfunctioning equipment.
- Evaluates, selects, and orders print and non-print materials, and removes those no longer usable.
- Establishes circulation procedures which assure maximum availability of resources to all patrons.
- Initiates and directs management procedures for Media Center, including supervision of clerical routines and maintenance of all records relating to collection management.
- Prepares and submits all required reports for Media Center usage and activities.
- Formulates and administers Media Center budget.
- Supports professional organizations at district, state and national levels.
- Evaluates and restructures media program, as needed, soliciting input from total school population.
- Ensures professional growth through attendance at seminars, conferences, and university courses, and through extensive professional reading.
- Assumes the responsibility to maintain a valid Florida teacher's certificate.
- Performs other tasks and/or responsibilities as assigned by the principal.
- Provides own method of transportation to various locations when required.

Supervision Received:

Supervisor/s – School Administration

Supervision Exercised:

Personnel assigned by school administration

Minimum Qualifications & Skills Required:

1. Bachelor's degree or higher from an accredited institution
2. Currently hold or eligible for Florida teaching certificate with certification as Educational Media Specialist

Preferred:

Physical Demands:

Exerting up to 20 lbs. of force occasionally and/or up to 10 lbs. of force as needed to move objects. While performing the responsibilities of the job, the employee is required to talk and hear. The employee is often required to sit and use their hands and fingers, to handle or feel. The employee is required to stand, walk, reach with arms and hands, climb or balance, and to stoop, kneel, crouch or crawl. Vision abilities required by this job include close vision. Reasonable accommodations may be made to enable individuals with disabilities to perform essential functions.

Terms of Employment:

Approved compensation plan
Teacher position paid from the instructional salary scale

Conclusion:

This job description is intended to convey information essential to understanding the scope of the job and the general nature and level of work performed by job holders within this job. However, this job description is not intended to be an exhaustive list of qualifications, skills, efforts, duties, and responsibilities or working conditions associated with the position.

School District of Santa Rosa County Job Description

Pre-K/_Head/_VPK Start Teacher

Reports to: School Principal	FLSA Status: Exempt
Department: School Based	Prepared by: Human Resources
Date: May 22, 2014	Job Code: 21130

Principal Duties and Responsibilities (Essential Functions):

Planning and Instructional Design:

- Plans, organizes, and prepares for classes assigned and presents documented evidence of preparation upon request of immediate supervisor.
- Demonstrates and differentiates methods required to perform classroom and/or subject specific assignments for the purpose of providing an effective program that addresses individual student requirements.
- Prepares a variety of written materials (e.g. lesson plans following scope and sequence, correspondence with parents and students, attendance, anecdotal records, portfolios, etc.) for the purpose of documenting student progress and meeting mandated requirements.

Learning Environment:

- Meets and instructs assigned classes in the locations and at the times designated. If required to work at more than one location, must provide his/her personal means of transportation.
- Provides for appropriate supervision of students and manages student behavior for the purpose of providing a safe and optimal learning environment.
- Counsels students regarding academic needs, health status, appropriate behavior, problem solving, personal needs, and a variety of other concerns for the purpose of improving social and academic performance.
- Monitors students in a variety of educational environments (e.g. classroom, cafeteria, playground, school grounds, hallways, restrooms, field trips, etc.) for the purpose of providing a safe and positive learning environment.
- Reports incidents (e.g. suspected child abuse, harassment, zero tolerance offenses etc.) for the purpose of maintaining personal safety of students, providing a positive learning environment and adhering to state law and board policies.

Instructional Delivery and Facilitation:

- Employs a variety of instructional techniques, methods and materials which are appropriate to the needs and capabilities of the students, and are consistent to the assigned teaching responsibility.
- Directs assistant teachers, student teachers, instructional assistants, Child Development Associates (CDA) volunteers and/or student workers for the purpose of providing an effective classroom program and addressing the needs of individual students.
- Instructs students for the purpose of improving their success in academics through a defined course of study.
- Responds to student, faculty and parental inquiries for the purpose of achieving overall student, school and family success.
- Supports other classroom teachers for the purpose of assisting them in the implementation of established curriculum and/or individual student plans.

Assessment:

- Administers and develops subject specific assessments for the purpose of assessing student competency levels and/or developing individual learning plans as required by the school district, Head Start Performance Standards, and State Standards.
- Advises parents and/or legal guardians of student progress for the purpose of communicating expectations; student's achievements; developing methods for improvement and/or reinforcing classroom goals in the home environment.
- Assesses student progress towards learning targets, objectives, expectations, and/or goals for the purpose of providing feedback to students, parents and administration.

Continuous Professional Improvement:

- Collaborates with instructional staff, other school personnel, parents and a variety of community resources for the purpose of improving the overall quality of student outcomes, achieving established classroom objectives in support of the school improvement plan, and the Family, Community, and Engagement outcomes, and Readiness Goals.
- Attends and participates in faculty meetings, age level meetings, collaborative planning activities, professional learning, and other school/personal growth opportunities for the purpose of improving student outcomes through personal improvement and school improvement.

Professional Responsibility and Ethical Conduct:

- Implements the school's and district's philosophy of education and instructional goals in order to align personal focus with school and district professional direction.
- Maintains accurate, complete, and correct records as required by applicable laws, policies, procedures and regulations to ensure the accurate communication and collection of important, federal, state, district, school, and student information.
- Assists in upholding and enforcing administrative regulations and applicable policies, regulations and procedures.
- Participates in a variety of meetings (including but not limited to 504 Meetings, IEP meetings, age level meetings, data team meetings, collaborative planning meetings) for the purpose of conveying and/or gathering information required to perform functions and to improve student achievement.
- Adheres to emergency procedures and responds to emergency situations for the purpose of resolving immediate safety concerns.
- Responds to inquiries from a variety of sources (e.g. other teachers, parents, administrators, students, central office staff, etc.) for the purpose of resolving issues, providing information and/or direction.
- Accepts responsibility for collaborative teaching assignments, co-teaching and inclusion assignments, co-curricular activities, and other collaborative all day or partial day assignments for the purpose of meeting the needs of all learners including learners with disabilities/differences/other languages.
- Establishes and maintains cooperative relations with students, faculty, staff, and parents.
- ~~Meets and instructs assigned classes in the locations and at the times designated.~~
- ~~Prepares for classes assigned and shows written evidence of preparation upon request of immediate supervisor.~~
- ~~Encourages students to set and maintain standards of classroom behavior.~~
- ~~Employs a variety of instructional techniques and media to maintain a classroom environment conducive to effective learning to meet the needs and capabilities of students.~~
- ~~Implements an appropriate philosophy of instruction using developmental strategies appropriate for early childhood while incorporating Head Start program performance standards.~~
- ~~Takes all necessary and reasonable precautions to protect students, equipment, materials, and facilities.~~
- ~~Evaluates students' progress on a regular basis.~~
- ~~Maintains accurate, complete, and correct records as required by law, district policy, and administrative regulation.~~
- ~~Assists in upholding and enforcing school rules, administrative regulations, Head Start regulations, and Board policies.~~
- ~~Makes provision for being available to students and parents for education related purposes outside the instructional day when required or requested to do under reasonable terms.~~
- ~~Cooperates with other members of the staff in planning instructional goals, objectives, and methods by participating in staff sharing and program coordination meetings.~~
- ~~Assists in the selection of books, equipment, and other instructional materials.~~
- ~~Accepts a share of responsibility for co-curricular activities as assigned.~~
- ~~Works to establish and maintain open lines of communication with students and their parents concerning the academic and behavioral progress of all assigned students.~~
- ~~Establishes and maintains a cooperative working relationship with appropriate personnel.~~
- ~~Participates in workshops, seminars, conferences, faculty meetings, other inservice activities and/or advanced course work to promote own professional growth.~~
- ~~Rides buses with students and makes appropriate home visits as required by program guidelines.~~
- ~~Coordinates with the Exceptional Student Education Department to meet the needs of the handicapped students.~~
- ~~Assists in recruitment efforts when applicable.~~
- ~~Provides own method of transportation to various locations when required.~~
- Performs other tasks and/or responsibilities as assigned by the principal, ~~his/her designee, and/or the program resource person.~~
- Assumes the responsibility to maintain a valid Florida teacher's certificate.

Supervision Received:

Supervisor/s – School Administration

Supervision Exercised:

~~Paraprofessionals-Educational Support Personnel~~ as assigned

Minimum Qualifications & Skills Required:

1. Bachelor's degree or higher from an accredited institution
2. Currently hold ~~or eligible for a~~ Florida certification ~~in Early Childhood Education or covering~~ Pre-K ~~School Education~~ ~~or~~ Primary Education

Preferred:

- ~~2221. Highly Qualified~~
2. Early Childhood Certification

Physical Demands:

Exerting up to 20 lbs. of force occasionally and/or up to 10 lbs. of force as needed to move objects. While performing the responsibilities of the job, the employee is required to talk and hear. The employee is often required to sit and use their hands and fingers, to handle or feel. The employee is required to stand, walk, reach with arms and hands, climb or balance, and to stoop, kneel, crouch or crawl. Vision abilities required by this job include close vision. Reasonable accommodations may be made to enable individuals with disabilities to perform essential functions.

Terms of Employment:

Approved compensation plan

Teacher position paid from the instructional salary scale

Conclusion:

This job description is intended to convey information essential to understanding the scope of the job and the general nature and level of work performed by job holders within this job. However, this job description is not intended to be an exhaustive list of qualifications, skills, efforts, duties, and responsibilities or working conditions associated with the position.

**School District of Santa Rosa County
Job Description**

Pre-Kindergarten Education and Family/Community Engagement Specialist

Reports to: Director of Pre-Kindergarten Programs	FLSA Status: Exempt
Department: Pre-Kindergarten	Prepared by: Human Resources
Date: April 24 May 22, 2014	Job Code: 21131

Principal Duties and Responsibilities (Essential Functions)

- Oversee the development and maintenance of a master calendar for all pre-kindergarten staff development activities
- Establish goals and objectives for training programs and projects related to the District's pre-kindergarten instructional program
- Plan and develop in-service programs and activities for teachers, students and families
- Establish short- and long-range plans based on pre-kindergarten student needs, District, state and federal requirements
- Manage the process of budgeting for resources to meet identified pre-kindergarten training needs and plans
- Assist in the development of administrative guidelines and policies and procedures for Pre-Kindergarten staff development
- Evaluate staff development activities periodically and make modifications as appropriate
- Provide staff training in the areas of curricula, assessment, record-keeping, planning, child growth and Development, Classroom Assessment Scoring System (CLASS), Readiness Goals, Family and Community Engagement (FCE), and other related areas
- Provide training to Head Start administrators on Classroom Assessment Scoring System (CLASS), Family and Community Engagement (FCE) Framework, and Readiness Goals
- Assist pre-kindergarten staff in keeping up-to-date and well-informed about issues and changes in assigned areas of responsibility
- Implement, monitor and evaluate the education component of the pre-kindergarten program
- Establish and implement procedures to periodically evaluate staff development activities and to make modifications as appropriate
- Provide leadership for conducting periodic assessment of training needs for pre-kindergarten administrative, instructional, non-instructional and support personnel throughout the District
- Provide assistance to schools and departments in designing, scheduling and delivering appropriate pre-kindergarten staff development activities
- Serve as a mentor to personnel concerning professional growth and development and related staff development activities
- Select, preview, evaluate, and disseminate recent and relevant professional and educational materials
- Participate in planning and implementing pre-kindergarten curricula initiatives to assure in-service support
- Collaborate with other pre-kindergarten personnel as scheduled
- Collaborate with other departments and divisions
- Assist teachers with the development of appropriate instructional learning activities that will enhance their lesson plans
- Use effective communication strategies to interact with a variety of audiences
- Set high standards and expectations for self and others
- Submit accurate reports in a timely manner and maintain all appropriate records
- Keep abreast of latest research relating to pre-kindergarten student needs
- Implement pre-kindergarten education / training programs in a manner which ensures that student growth / achievement is continuous and appropriate for age group and / or student program classification

- Access student records on a need-to-know basis and protect their confidentiality
- Establish Readiness Goals in accordance with *The Head Start Act for School Improvement*, aggregate and analyze data, and report findings to Head Start and the District
- Establish a School Readiness Leadership Team inclusive of parents, administrators, community partners, and teachers to analyze data and plan strategies for program improvement
- Conduct research-based observations of teachers and classroom personnel, mentor teachers and establish action plans for targeted improvement goals
- Establish FCE goals in accordance with 45 CFR Chapter XIII Head Start Regulation Part 1307.2 and 1307.3 (b)(1)(i), as amended
- Utilize Readiness Goals and FCE data to track student and family success in meeting goals
- Collaborate with the District to monitor success of pre-kindergarten students through third grade
- Assist in managing, supervising, and evaluating personnel in accordance *Master Contract, Article 14*
- Perform other incidental tasks consistent with the goals and objectives of this position.

Supervision Received:

Director of Pre-Kindergarten Programs

Supervision Exercised:

Staff as assigned

Minimum Qualifications & Skills Required:

1. Master's Degree or higher from an accredited institution in Education Curriculum and Instruction
2. Currently hold a Florida teaching certificate
3. Four years in public school education, two of which must have been in early childhood setting.

Preferred:

Three years of experience in Head Start /Early Head Start or Early Childhood Supervision

Physical Demands:

Exerting up to 20 pounds of force occasionally and/or up to 10 pounds of force as needed to move objects. While performing the responsibilities of the job, the employee is required to talk and hear. The employee is often required to sit and use their hands and fingers, to handle or feel. The employee is required to stand, walk, reach with arms and hands, climb or balance, and to stoop, kneel, crouch or crawl. Vision abilities required by this job include close vision. Reasonable accommodations may be made to enable individuals with disabilities to perform essential functions.

Terms of Employment:

Approved compensation plan

Teacher position paid from the instructional salary scale

~~44-10~~ months

7.50 hours per day

Conclusion

This job description is intended to convey information essential to understanding the scope of the job and the general nature and level of work performed by job holders within the job. However, this job description is not intended to be an exhaustive list of qualifications, skills, efforts, duties, and responsibilities or working conditions associated with the position.

**School District of Santa Rosa County
Job Description**

**Pre-Kindergarten Eligibility, Recruitment, Selection, Enrollment and Attendance (ERSEA)/
Transition Specialist**

Reports to: Director of Pre-Kindergarten Programs	FLSA Status: Exempt
Department: Pre-Kindergarten	Prepared by: Human Resources
Date: April 24 <u>May 22</u> , 2014	Job Code: 21131

Principal Duties and Responsibilities (Essential Functions)

- Process enrollment applications and oversee Eligibility, Recruitment, Selection, Enrollment and Attendance (ERSEA) service area processing for accuracy and completion of timelines
- Assure the confidentiality of all student and family records is maintained
- Ensure compliance with all relevant regulations and standards
- Maintain systems, databases, files, etc. ensuring security of data
- Monitor attendance; enter Pre-K school site attendance in the Child Plus database
- Preview any written communications with Head Start/Early Head Start applicants from the service area, ensuring that written correspondence is professional
- Maintain statistical records and anecdotal case notes on individual contacts with children and families enrolled in the Early Head Start/Head Start program
- Audit and review records of all family contacts including follow-ups on referrals through telephone and personal contacts for all families enrolled in the program
- Make decisions regarding applicant acceptance in accordance with Head Start Performance Standards and following the program's Recruitment and Selection policies
- Prepare and distribute timely reports and tracking regarding ERSEA updates
- Attend meetings for the Pre-K Program, including, but not limited to: service area meetings, school board meetings, Early Learning Coalition Board meetings and other community agency meetings as necessary
- Maintain all Early Head Start/Head Start Family Partnership Agreements
- Monitor and submit Voluntary Pre-Kindergarten (VPK) attendance
- Maintain working knowledge of the Early Head Start/Head Start program and Head Start Performance Standards; state childcare licensing standards; child abuse reporting laws and other state, federal and local standards and regulations related to programs serving young children
- Provide input and solutions to develop and/or revise the agency's ERSEA systems, policies and procedures
- Evaluate, design and monitor systems to process enrollment applications
- Maintain and implement an ERSEA and Social Emotional service area delivery plan
- Facilitate license renewal for the Early Head Start Program
- Coordinate countywide recruitment efforts for Early Head Start/Head Start
- Assist key management staff in grant-writing and implementation of grant-funded programs and initiatives
- Analyze Community Assessment information to assist planning efforts to determine program design options, recruitment efforts and enrollment guidelines
- Develop and implement training for the department and agency staff involved in ERSEA
- Create and maintain surveys, forms and/or written suggestions of parent input
- Prepare paperwork for referrals and disseminate to Exceptional Student Education (ESE) program specialists, monitor process and outcomes of referrals documenting appropriately
- Contact, Collaborate with the ESE Dept. to plan and facilitate Parent Consent Meetings for ESE services
- Prepare and monitor Mental Health Referrals in Collaboration with Licensed Mental Health Professional
- Collaborate with SRCSD Guidance Department for any Social Emotional Development Trainings offered by the school district
- Collaboration with parents, students, and teachers for development, implementation and monitoring of Behavior Management Plans
- Collect data throughout program year and develop yearly District Guidance Action Plan for TR Jackson Pre-Kindergarten which is submitted to the SRCSD in November and May
- Collect data throughout the program year and develop Social Services Report
- Perform other incidental tasks consistent with the goals and objectives of this position

Supervision Received:

Director of Pre-Kindergarten Programs

Supervision Exercised:

Staff as assigned

Minimum Qualifications & Skills Required:

1. Bachelor's or Master's Degree or higher from an accredited institution
2. Currently hold a Florida teaching certificate
3. Four years in public school education, two of which must have been in an early childhood setting

Preferred:

Three years of experience in Head Start /Early Head Start or Early Childhood Supervision

Physical Demands:

Exerting up to 20 pounds of force occasionally and/or up to 10 pounds of force as needed to move objects. While performing the responsibilities of the job, the employee is required to talk and hear. The employee is often required to sit and use their hands and fingers, to handle or feel. The employee is required to stand, walk, reach with arms and hands, climb or balance, and to stoop, kneel, crouch or crawl. Vision abilities required by this job include close vision. Reasonable accommodations may be made to enable individuals with disabilities to perform essential functions.

Terms of Employment:

Approved compensation plan

Teacher position paid from the instructional salary scale

~~11~~ 10 months

7.50 hours per day

Conclusion:

This job description is intended to convey information essential to understanding the scope of the job and the general nature and level of work performed by job holders within this job. However, this job description is not intended to be an exhaustive list of qualifications, skills, efforts, duties, and responsibilities or working conditions associated with the position.

**School District of Santa Rosa County
Job Description**

Pre-Kindergarten Student and Family Services Specialist

Reports to: Director of Pre-Kindergarten Programs	FLSA Status: Exempt
Department: Pre-Kindergarten	Prepared by: Human Resources
Date: April 24 <u>May 22</u> , 2014	Job Code: 21131

Principal Duties and Responsibilities (Essential Functions)

- Works with Director in identifying medical/dental service providers, coordinates all medical/dental screening dates, arranges follow-up appointments, and reviews all billing, compiles all medical information for data entry, and meets with community agencies and organizations to coordinate medical resources for children and their families
- Monitor and update Community Assessment Goals, Training and Technical Assistance(T/TA) Plan, School Improvement Plan
- Implement the Individual School Plan for Emergency Management mandated by the school district
- Works with program staff and policy groups to compile program health needs assessment
- Coordinates and implements, with the District Food Services Director, procedures for monitoring the food service program to assure adherence to federal, state, local, and program guidelines
- Coordinates the implementation of health and nutrition services with other programs coordinators in accordance with performance standards and provides needed assessments, training, and evaluation of the objectives
- Supervise contracted Clinic Registered Nurse at TR Jackson Pre-K
- Establish and implement Health Care Plans for children with special health care needs for Head Start (HS)/Early Head Start (EHS)/Voluntary Pre-K (VPK)ESE students at TR Jackson as well as other designated pre-k sites as mandated with district requirements and Head Start Performance Standard
- Collaborate with Sacred Heart Mission in Motion to provide district wide on-site health screenings to students and staff
- Perform growth assessments three times a year on all Head Start/EHS/VPK/ESE students at designated pre-k sites
- Provides guidance to teaching staff for integrated health activities into daily education plan
- Implements the school's and district's philosophy of education and instructional goals and objectives
- Cooperates with other staff members in planning and implementing instructional goals, objectives, methods and programs
- Plans, conducts, and coordinates appropriate staff development related activities for Head Start Program staff, school center staff, parents, community agencies, and individuals
- Assists in the preparation and collection of data and reports, assumes the responsibility for current and efficient health records, and assumes the responsibility for procedures for transfer of records when needed
- Maintains accurate, complete, and correct records as required by applicable laws, policies, procedures and regulations as specified in the Head Start Performance Standards
- Monitor Child Plus Reports to ensure district HS/EHS student health requirements and immunizations are current
- Assure the completion of all health records and forms
- Work closely to obtain agreements with Santa Rosa County Health Department Dental Clinic to meet the dental needs of our Head Start/Early Head Start Students
- Confers with program staff, teachers, and parents concerning special programs that need special health support
- Establishes and maintains cooperative relations with students, faculty, staff, and parents
- Suggest ways to facilitate parental involvement and parent education in the areas for health and nutrition
- Ensure that school-wide activities are planned that will enhance student and family awareness of the importance of healthy lifestyles
- Respond to student, faculty, and parental inquiries

- Plans for, establishes, and serves on the Head Start Health Advisory Council or other appropriate councils or committees for Head Start
- Plan and conduct Health Advisory meetings
- Ensure age appropriate health/dental/safety related activities are included in the Head Start/Early Head Start classrooms.
- Formulate and send home letters for health requirements about to expire to all designated pre-k students district wide. Follow up as needed
- Collect and review site accident reports for TR Jackson Pre-K. Forward the report to Risk Management once signed by director
- Coordinate Site Safety Committee meetings for TR Jackson Pre-K
- Assumes the responsibility to maintain a valid Florida teacher's certificate
- Assists in upholding and enforcing administrative regulations and applicable policies, regulation and procedures
- Performs other appropriate tasks that may be assigned by the Director of Pre-K Programs
- Perform other incidental tasks consistent with the goals and objectives of this position.

Supervision Received:

Director of Pre-Kindergarten Programs

Supervision Exercised:

Staff as assigned

Minimum Qualifications & Skills Required:

1. Master's degree or higher from an accredited institution
2. Currently hold or eligible for Florida teaching certificate and certification in administration and supervision, educational leadership, school principal, or experience in health education, early childhood education, or elementary education
3. Four years in public school education, two of which must have been in an early childhood setting. Experience in health services or health education to develop a high quality Head Start health and nutrition program with respect to the health and nutrition components as specified in the Head Start Performance Standards.

Preferred:

Three years of experience in Head Start/Early Head Start or Early Childhood Supervision

Physical Demands:

Exerting up to 20 pounds of force occasionally and/or up to 10 pounds of force as needed to move objects. While performing the responsibilities of the job, the employee is required to talk and hear. The employee is often required to sit and use their hands and fingers, to handle or feel. The employee is required to stand, walk, reach with arms and hands, climb or balance, and to stoop, kneel, crouch or crawl. Vision abilities required by this job include close vision. Reasonable accommodations may be made to enable individuals with disabilities to perform essential functions.

Terms of Employment:

Approved compensation plan

Teacher position paid from the instructional salary scale

~~11~~10 months

7.50 hours per day

Conclusion:

This job description is intended to convey information essential to understanding the scope of the job and the general nature and level of work performed by job holders within the job. However, this job description is not intended to be an exhaustive list of qualifications, skills, efforts, duties, and responsibilities or working conditions associated with the position.

**School District of Santa Rosa County
Job Description**

Reading/Literacy Coach

Reports to: Coordinator of Literacy	FLSA Status: Exempt
Department: Literacy	Prepared by: Human Resources
Date: May 22, 2014	Job Code: 20143,20135,20142,20141,20131,20136

Principal Duties and Responsibilities (Essential Functions):

- Responsible for planning, coordinating, and implementing professional development in the area of literacy based on formal and informal assessment data
- Align coaching activities to Just Read, Florida! Formula for reading success and current standards
- Modeling best practices lessons which use literacy-based learning strategies
- Coaching teachers in all curriculum areas on how to enhance students' literacy skills
- Use assessment data to assist administrators and guidance counselors with placement of students in appropriate instructional or intervention programs
- Facilitate study groups in the area of literacy
- Provide curricular advice to administration as needed
- Work with teachers to ensure fidelity of core and supplemental reading programs
- Work with school's Leadership Team, Data Team, and Literacy Leadership Team to determine the school's strengths and needs for improvement in the area of literacy
- Participate in district and state activities that include professional development designed to enhance the coaching model and regular coaching meetings
- Provide own method of transportation, when required, to visit various sites
- Maintain official records and files and perform other incidental tasks consistent with the goals and objectives of this position.

Supervision Received:

Coordinator of Literacy

Supervision Exercised:

N/A

Minimum Qualifications & Skills Required:

1. Currently hold a valid Florida Teaching Certificate
2. Three years of successful teaching experience at the elementary, middle, or high school level
3. Hold K-12 Reading endorsement of K-12 reading certification
4. Have met ESOL in-service requirements for the content area of assignment
5. Have a successful experience conducting professional development activities in literacy and/or experience in other leadership roles
6. Have demonstrated a commitment to continuing personal professional development to remain abreast of current trends in literacy education and the implementation of these trends in the classroom

Preferred:

Physical Demands:

Exerting up to 20 lbs. of force occasionally and/or up to 10 lbs. of force as needed to move objects. While performing the responsibilities of the job, the employee is required to talk and hear. The employee is often required to sit and use their hands and fingers, to handle or feel. The employee is required to stand, walk, reach with arms and hands, climb or

balance, and to stoop, kneel, crouch or crawl. Vision abilities required by this job include close vision. Reasonable accommodations may be made to enable individuals with disabilities to perform essential functions.

Terms of Employment:

Approved Compensation Plan/ 10 months: 7.5 hours per day
Teacher position paid from instructional salary scale

Conclusion:

This job description is intended to convey information essential to understanding the scope of the job and the general nature and level of work performed by job holders within this job. However, this job description is not intended to be an exhaustive list of qualifications, skills, efforts, duties, and responsibilities or working conditions associated with the position.

**School District of Santa Rosa County
Job Description**

School Psychologist

Reports to: Director of Student Services	FLSA Status: Exempt
Department: Student Services	Prepared by: Human Resources
Date: May 22, 2014	Job Code: 25030

Principal Duties and Responsibilities (Essential Functions):

- Collaborate with school personnel, parents, community agencies, and students to promote optimal learning outcomes for all students.
- Utilize skills in problem solving and assessment for intervention to support teachers in meeting the instructional needs of all students.
- Observe students in various educational settings.
- Conduct functional academic and behavioral assessments that are intervention-oriented and that consider the environmental context of the presenting problems as they relate to the student's capacity to receive and benefit from instruction.
- Utilize skills in formative and summative evaluation by collaborating with instructional personnel to collect data on student learning and behavioral outcomes that are relevant to the students' presenting problems and that can be used for on-going progress monitoring of students' responsiveness to proven instructional and behavioral interventions.
- Implement individual, group, or system-level interventions and counseling that are scientifically proven to promote positive academic, social/emotional, behavioral, and independent functioning outcomes.
- Implement crisis counseling for students and staff.
- Participate in Individualized Educational Plan Teams and ESE Eligibility/Placement Committees.
- Provide staff development for school personnel on various topics pertinent to meeting the instructional needs of all students (e.g., academic assessment and intervention, progress monitoring, behavioral assessment, classroom management, positive behavioral support, data collection, data analysis, etc.).
- Conduct comprehensive psycho educational assessments when requested by Multi-Tiered System of Support Team (MTSS) that yield results that are intervention-oriented, that will facilitate the instruction of a student who is not responding to proven instructional and/or behavioral interventions, that will assist MTSSs in determining the student's need for specialized instruction, and that are sensitive to the cultural background of students and families.
- Prepare and type formal written psycho-educational reports that adhere to Florida Statutes and State Board of Education Rules and Santa Rosa County and Student Services procedures for presenting evaluation and assessment data.
- Participate in multidisciplinary meetings to determine the instructional and/or behavioral needs of all students.

- Attend professional meetings and participate in professional development opportunities that are consistent with the goal of this position when requested and approved by the Director of Student Services or designee.
- Partner with instructional, non-instructional, and administrative personnel in their support of students who demonstrate aggressive behavior, self-injurious behavior, and/or high-magnitude disruptive behavior.
- Assumes the responsibility to maintain a valid Florida teacher's certificate with certification in school psychology.
- Perform other tasks and responsibilities as assigned by the Director of Student Services or designee.

Supervision Received:

Director of Student Services

Supervision Exercised:

No supervisory duties

Minimum Qualifications & Skills Required:

Master's Degree, Educational Specialist, or higher, in School Psychology preferred
Currently hold or eligible for Florida certification as School Psychologist
Ability to provide own transportation to various locations as required

Preferred:

Knowledge of technology support applications as related to School Psychologist functions (e.g., word processing, spreadsheets, graphing of data, email, scoring software programs, on-line integrated data system, etc.)
Skill in human interaction and conflict management
Effective skills in oral and written communications
Ability to plan, organize, and prioritize
Ability to develop and maintain collaborative relationships with school personnel, students, and parents
Additional certification by the National Association of School Psychologists or licensure by the Florida Department of Health in School Psychology is desirable.

Physical Demands:

Exerting up to 20 lbs. of force occasionally and/or up to 10 lbs. of force as needed to move objects. While performing the responsibilities of the job, the employee is required to talk and hear. The employee is often required to sit and use their hands and fingers, to handle or feel. The employee is required to stand, walk, reach with arms and hands, climb or balance, and to stoop, kneel, crouch or crawl. Vision abilities required by this job include close vision. Reasonable accommodations may be made to enable individuals with disabilities to perform essential functions.

Terms of Employment:

Approved Compensation Plan

Conclusion:

This job description is intended to convey information essential to understanding the scope of the job and the general nature and level of work performed by job holders within this job. However, this job description is not intended to be an exhaustive list of qualifications, skills, efforts, duties, and responsibilities or working conditions associated with the position.

**School District of Santa Rosa County
Job Description**

Teacher on Special Assignment for Coordinating Early Intervention Reading Services

Reports to: Director of Federal Programs	FLSA Status: Exempt
Department: District Based	Prepared by: Human Resources
Date: May 22, 2014	Job Code: 20138

Principal Duties and Responsibilities (Essential Functions):

- Assists in the interpretation and implementation of applicable district, state, and federal policies, laws, and regulations to staff, agencies, and school sites
- Responsible for the development and implementation of the Early Intervention Reading Program in compliance with the district K-12 Comprehensive Research-Based Reading Plan
- Visits school sites to verify program understanding and implementation and assess needs
- Provides appropriate inservice activities
- Coordinates district school-based training programs in compliance with the district K-12 Comprehensive Research-Based Plan
- Assists in the selection, proper usage, and security of appropriate instructional materials
- Assists the director in evaluation of all related activities
- Writes and facilitates grants, and collaborates in the development of the district K-12 comprehensive Research-Based Reading Plan
- Implements, monitors, and evaluates the Title I parent involvement component
- Develops a comprehensive plan for the parent involvement component in cooperation with parents and other staff
- Collects, analyzes, and maintains information to document early intervention and parent involvement activities
- Participates in activities for continued professional growth
- Assumes the responsibility to maintain a valid Florida teacher's certificate
- Provides own method of transportation to various locations when required
- Perform other related duties as required
- Assists the Literacy Coordinator in the implementation of the K-12 Comprehensive Research-Based Reading Plan

Supervision Received:

Director of Federal Programs

Supervision Exercised:

As assigned

Minimum Qualifications & Skills Required:

1. Bachelor's degree or higher from an accredited institution
2. Currently hold or eligible for Florida teaching certificate or appropriate license

Preferred:

1. Highly Qualified
2. Five years elementary experience

Physical Demands:

Exerting up to 20 lbs. of force occasionally and/or up to 10 lbs. of force as needed to move objects. While performing the responsibilities of the job, the employee is required to talk and hear. The employee is often required to sit and use their hands and fingers, to handle or feel. The employee is required to stand, walk, reach with arms and hands, climb or balance, and to stoop, kneel, crouch or crawl. Vision abilities required by this job include close vision. Reasonable accommodations may be made to enable individuals with disabilities to perform essential functions.

Terms of Employment:

Approved compensation plan
Teacher position paid from the instructional salary scale

Conclusion:

This job description is intended to convey information essential to understanding the scope of the job and the general nature and level of work performed by job holders within this job. However, this job description is not intended to be an exhaustive list of qualifications, skills, efforts, duties, and responsibilities or working conditions associated with the position.

**School District of Santa Rosa County
Job Description**

Teacher on Special Assignment for ESOL

Reports to: Coordinator of Literacy	FLSA Status: Exempt
Department: Literacy	Prepared by: Human Resources
Date: May 22, 2014	Job Code: 20139, 27040

Principal Duties and Responsibilities (Essential Functions):

- Advertise and track meaningful staff development and training for teachers in best practices and strategies in language arts, reading, and ESOL and maintain a record of ESOL inservice records for teachers and administrators to verify compliance with district and DOE ESOL inservice requirements.
- Analyze student achievement data to determine curriculum and staff development needs in ESOL.
- Develop and provide resources for curriculum development and assessment to schools and teachers in order to improve student achievement in ESOL.
- Administer ESOL Program according to state statutes and federal mandates.
- Monitor instruction of ELLs and services of ESOL Resource teachers to comply with state statutes and federal mandates.
- Provide assistance and resources on best practices in instructional activities for teachers of ELLs.
- Prepare official district and state reports as appropriate and assist in the preparation of School Board meeting agenda.
- Maintain expertise in ESOL curriculum design and best practices through ongoing professional development, participation in professional organizations, and professional reading and research.
- Supervise and assist in ESOL student assessment to identify areas of strength and weakness in the curriculum.
- Assist in the interpretation, implementation, and administration of applicable district, state, and federal policies, laws, grants, and regulations and in organizational analysis and development.
- Provide appropriate information to the Superintendent, Assistant Superintendent, Director of Federal Programs, Director of ESE, Coordinator of Literacy or other personnel as requested.
- Provide own method of transportation, when required, to visit various sites.
- Maintain official records and files as required by applicable laws, policies, procedure and regulations and perform other incidental tasks consistent with the goals and objectives of this position.
- Maintain ELL data in the Student Information System and on the ESOL Department data base.
- Meet DOE reporting requirements to ELL parents, schools, School Board and teachers.
- Communicate with parents, teachers and administrators regarding requirements of the ESOL program, including inservice, student placement and other issues related to the education of ELLs.
- Facilitate the organization, planning and implementation of parent involvement activities twice a year
- Perform other tasks and/or responsibilities related to the ESOL program as assigned by the Coordinator of Literacy

Supervision Received:

Literacy Coordinator

Supervision Exercised:

N/A

Minimum Qualifications & Skills Required:

1. Bachelor's degree or higher from an accredited institution
2. Currently hold or eligible for Florida Teaching Certificate or appropriate license
3. Currently hold or be eligible for ESOL certification, endorsement or in compliance for subject area ESOL training requirements
4. Five years' experience in public school education with background in working with English Language Learners (ELL)

Preferred:

Physical Demands:

Exerting up to 20 lbs. of force occasionally and/or up to 10 lbs. of force as needed to move objects. While performing the responsibilities of the job, the employee is required to talk and hear. The employee is often required to sit and use their hands and fingers, to handle or feel. The employee is required to stand, walk, reach with arms and hands, climb or balance, and to stoop, kneel, crouch or crawl. Vision abilities required by this job include close vision. Reasonable accommodations may be made to enable individuals with disabilities to perform essential functions.

Terms of Employment:

- Approved Compensation Plan/Teacher position paid from the instructional salary scale
- Ten Months plus up to 20 days of supplemental summer contract
- 7.5 hours per day

Conclusion:

This job description is intended to convey information essential to understanding the scope of the job and the general nature and level of work performed by job holders within this job. However, this job description is not intended to be an exhaustive list of qualifications, skills, efforts, duties, and responsibilities or working conditions associated with the position.

**School District of Santa Rosa County
Job Description**

Teacher on Special Assignment for Literacy

Reports to: Coordinator of Literacy	FLSA Status: Exempt
Department: Literacy	Prepared by: Human Resources
Date: May 22, 2014	Job Code: 20133, 20134, 20138

Principal Duties and Responsibilities (Essential Functions):

- Assist in the development, interpretation and implementation of the district K-12 Comprehensive Research-based Reading Plan
- Assist in monitoring fidelity of implementation of the K-12 Comprehensive Research-based Reading Plan
- Provide assistance in implementation of the K-12 Comprehensive Research-based Reading Plan to schools that do not have an assigned reading coach
- Collect, interpret, and analyze student assessment data to inform reading instruction and determine staff development needs at the school and district level
- Develop and conduct professional development (face-to-face and/or online) sessions acquainting coaches/teachers with successful and innovative literacy strategies for classroom instructions and assessment
- Assist in appropriate in-service activities including modeling lessons, especially in schools that do not have an assigned reading coach
- Assist in the coordination and facilitation of district school-based literacy training programs with the Coordinator of Literacy
- Assist in the selection, staff development, and implementation of appropriate instructional materials
- Plan, coordinate, implement, and maintain documentation of district literacy and parent involvement activities
- Collaborate, monitor, and facilitate learning communities/book forums for literacy staff development
- Possess a working knowledge Language Arts Florida State
- Stay abreast of current research based literacy practices through study and discussion of professional literature, membership and attendance in professional organizations
- Assist in the interpretation and implementation of applicable district, state, and federal policies, laws, and regulations to staff, agencies, and school sites
- Provide staff development of and mentoring of new reading coaches and assistance to experienced reading coaches
- Work with the Coordinator of Literacy to promote the district literacy initiatives
- Perform other tasks and/or responsibilities related to the K-12 Comprehensive Research-based Reading Plan and the district reading program as assigned by the Coordinator of Literacy
- Provide own method of transportation, when required, to visit various sites
- Provide appropriate information to the Superintendent, Assistant Superintendents, Directors, Coordinator of Literacy and other district personnel as requested
- Maintain official records and files and perform other incidental tasks consistent with the responsibilities of this position
- Assist the Director of Federal Programs with the Coordinator of Literacy in the evaluation of all related reading activities and initiatives

Supervision Received:

- Literacy Coordinator

Supervision Exercised:

N/A

Minimum Qualifications & Skills Required:

1. Currently hold a valid Florida Teaching Certificate
2. Eight years of successful teaching experience at the elementary, middle, or high school level
3. Hold K-12 Reading endorsement of K-12 reading certification
4. Have met ESOL in-service requirements for the content area of assignment
5. Have a successful experience conducting professional development activities in literacy and/or experience in other leadership roles
6. Have demonstrated a commitment to continuing personal professional development to remain abreast of current trends in literacy education and the implementation of these trends in the classroom

Preferred:

Physical Demands:

Exerting up to 20 lbs. of force occasionally and/or up to 10 lbs. of force as needed to move objects. While performing the responsibilities of the job, the employee is required to talk and hear. The employee is often required to sit and use their hands and fingers, to handle or feel. The employee is required to stand, walk, reach with arms and hands, climb or balance, and to stoop, kneel, crouch or crawl. Vision abilities required by this job include close vision. Reasonable accommodations may be made to enable individuals with disabilities to perform essential functions.

Terms of Employment:

- Approved Compensation Plan/Teacher position paid from the instructional salary scale
- Ten Months plus up to 20 days of supplemental summer contract
- 7.5 hours per day

Conclusion:

This job description is intended to convey information essential to understanding the scope of the job and the general nature and level of work performed by job holders within this job. However, this job description is not intended to be an exhaustive list of qualifications, skills, efforts, duties, and responsibilities or working conditions associated with the position.

School District of Santa Rosa County Job Description

Visiting Teacher / School Social Worker

Reports to: Director of Exceptional Student Education or Student Services	FLSA Status: Exempt
Department: Exceptional Student Education (ESE)	Prepared by: Human Resources
Date: May 22, 2014	Job Code: 20060, 27050

Principal Duties and Responsibilities (Essential Functions):**

- Counsels with parents on home situations to improve conditions related to school work, behavior, attendance, and/or interest
- Serves as liaison between the school and outside agencies, e.g., DCF, Division of Youth Services, Division of Family Services, Court and Juvenile Division when applicable
- Assists Families in understanding the school and its program, including compulsory school attendance laws
- Makes home visits for the purpose of gathering helpful information on a student's background
- Assists families in making appropriate social agency contact
- Serves as liaison between home and school when follow-ups are necessary, e.g., welfare cases, foster home children, disadvantaged students
- Assists students in adjusting to school
- Participates with other members of the student's personnel team in Integrative Service Team and Truancy Intervention Plan meetings
- Provides own method of transportation to various locations when required
- Encourages students to set and maintain appropriate standards of classroom behavior
- Implements the school's and district's philosophy of education and instructional goals and objectives
- Maintains accurate, complete, and correct records as required by applicable laws, policies, procedures and regulations
- Assists in upholding and enforcing administrative procedures, regulations and applicable policies
- Establishes and maintains cooperative relations with students, faculty, staff and parents
- Attends and participates in staff meetings when applicable
- Assumes the responsibility to maintain a valid Florida teacher's certificate
- Performs other tasks and responsibilities as assigned

Supervision Received:

- (1) ESE Director,
- (2) Deputy Director of ESE Programs;
- (3) Coordinator of Compliance

Supervision Exercised:

None

Minimum Qualifications & Skills Required:

1. Bachelor's degree or higher from an accredited institution
2. Currently hold or eligible for Florida Certification as a Visiting Teacher/School Social Worker
3. Successful experiences in working with children with problems

Preferred:

School Social Work K-12 and/or ESE Certification K-12

Physical Demands:

Exerting up to 20 lbs. of force occasionally and/or up to 10 lbs. of force as needed to move objects. While performing the responsibilities of the job, the employee is required to talk and hear. The employee is often required to sit and use their hands and fingers, to handle or feel. The employee is required to stand, walk, reach with arms and hands, climb or balance, and to stoop, kneel, crouch or crawl. Vision abilities required by this job include close vision. Reasonable accommodations may be made to enable individuals with disabilities to perform essential functions.

Terms of Employment:

Based on the adopted salary schedule for instructional personnel

Conclusion:

This job description is intended to convey information essential to understanding the scope of the job and the general nature and level of work performed by job holders within this job. However, this job description is not intended to be an exhaustive list of qualifications, skills, efforts, duties, and responsibilities or working conditions associated with the position.