

PINELLAS COUNTY SCHOOL DISTRICT, FLORIDA

PCSB: 2205
Instructional

FLSA: Exempt

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| COORDINATOR, OTHER - SEDNET |
| REPORTS TO: Executive Director, Exceptional Student Education |
| SUPERVISES: Support Staff |
| QUALIFICATIONS: Bachelor's degree from an accredited college or university. State certification in Exceptional Student Education. Five (5) years of successful teaching or related professional experience. |
| PREFERRED: Master's degree in Educational Leadership or related field. Experience in budget and resource allocation. Demonstrated knowledge of IDEA laws and regulations. |
| MAJOR FUNCTION |
| Responsible for providing technical assistance, service delivery, and training activities to assist Pinellas and Pasco Counties in serving children and youth with and at-risk of emotional/behavioral disorders. Activities may include but are not limited to development of products related to training and technical assistance in the areas trauma-informed care, school-based mental health, mental health awareness, intervention strategies for behavior within the multi-tiered system of supports, Florida State Standards, and social/emotional learning. The Coordinator interacts with community agencies to provide wrap around service to support student learning. |
| ESSENTIAL RESPONSIBILITIES |
| <ul style="list-style-type: none">• Draft and submit the yearly SEDNET grant proposal to the office of Grants Management, document quarterly activity data into the statewide grant project tracking system, and manage grant budget deadlines and expenditures• Develop products related to training and technical assistance for stakeholders related to state and federal legislation, State Board of Education Rules, and district policies regarding the use of seclusion, restraint, suspension, and expulsion• Provide training in areas of trauma-informed care, school-based mental health, mental health awareness, intervention strategies for behavior within the multi-tiered system of supports, and Florida standards, and social/emotional learning to assist school districts and other stakeholders in building capacity to facilitate EBD school and community transitions, implement trauma-informed care, increase family and youth involvement, develop local systems of care, reduce the use of seclusion and restraint, implement multi-tiered systems of support, and increase mental health awareness• Provide training for stakeholders related to state and federal legislation, State Board of Education Rules, and district policies regarding the use of seclusion, restraint, suspension and expulsion• Provide district, school, and community direct consultation, support, and assistance based on a specific request or through identified needs• Facilitate or participate in state, regional, or local activities, meetings, workgroups, and other collaborative efforts with the intended purpose of disseminating information, coordinating project services and activities, or sharing expertise• Collaborate with BEESS and discretionary projects, including Project 10 (P10), Florida Diagnostic and Learning Resources System (FDLRS), Florida Inclusion Network (FIN), Problem Solving/Response to Intervention Project (PS/RtI), and Florida's Positive Behavior Support Project (FLPBS) in building capacity to serve youth with, and at risk of, emotional and behavioral disabilities and to support district and regional interagency collaboration activities |

| ESSENTIAL RESPONSIBILITIES (Continued) |
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| <ul style="list-style-type: none">• Collaborate with the Department of Children and Families, Department of Juvenile Justice, Community-Based Care Providers, Managed Entities for Community Mental Health, and Agency for Health Care Administration to support district and regional interagency collaboration activities• Participate in joint planning representing the needs of students in each school district with fiscal agents of children's mental health funds, including the expansion of school-based mental health services and integrated education and treatment programs• Provide assistance to school districts in the development and implementation of policies, procedures, and practices concerning the use of restraint and seclusion, including the assistance to promote the reduction of any unnecessary use of restraint and seclusion• Collect and analyze data related to student interventions and outcomes and assist in problem solving• Participate in programming for students with emotional/behavioral disabilities that include necessary educational, residential, and mental health treatment services, enabling these students to learn appropriate behaviors, reduce dependency, and fully participate in all aspects of school and community living• Identify and support efforts to increase parental and student involvement in student education, EBD school and community transitions, postsecondary transitions, and service coordination within local systems of care• Participate in statewide and regional MTSS/Problem-Solving Response to Intervention (PS-Rtl) collaborative professional development initiatives and provide coordinated support throughout the service region• Performs other related work as required |
| TERMS OF EMPLOYMENT |
| <p><i>Salary and benefits shall be paid consistent with the district's approved compensation plan. Length of the work year and hours of employment shall be established by the District.</i></p> <p><i>Performance of the job will be evaluated in accordance with provisions of the School Board's policy on evaluation of personnel.</i></p> <p><i>The above statements are intended to describe the general nature and level of work being performed by employees assigned to this classification. They are not intended to be construed as an exhaustive list of all responsibilities and duties required of those in this classification.</i></p> |
| HISTORY OF JOB CLASSIFICATION |
| ISSUED: 7/14 CH; BOARD APPROVED: 8/12/14 |

COORDINATOR, OTHER – SEDNET

| WORKING CONDITIONS & PHYSICAL EFFORT: | Seldom Or Never | Monthly | Weekly | Daily | Hourly |
|---|-----------------------|---------|--------|-------|--------|
| 1. Lift objects weighing up to 20 pounds | X | | | | |
| 2. Lift objects weighing 21 to 50 pounds | X | | | | |
| 3. Lift objects weighing 51 to 100 pounds | X | | | | |
| 4. Lift objects weighing more than 100 pounds | X | | | | |
| 5. Carry objects weighing up to 20 pounds | X | | | | |
| 6. Carry objects weighing 21 to 50 pounds | X | | | | |
| 7. Carry objects weighing 51 to 100 pounds | X | | | | |
| 8. Carry objects weighing 100 pounds or more | X | | | | |
| 9. Standing up to one hour at a time | | | | X | |
| 10. Standing up to two hours at a time | X | | | | |
| 11. Standing for more than two hours at a time | X | | | | |
| 12. Stooping and bending | X | | | | |
| 13. Ability to reach and grasp objects | | | | X | |
| 14. Manual dexterity or fine motor skills | | | | | X |
| 15. Color vision, the ability to identify and distinguish colors | | | | X | |
| 16. Ability to communicate orally | | | | | X |
| 17. Ability to hear | | | | | X |
| 18. Pushing or pulling carts or other such objects | X | | | | |
| 19. Proofreading and checking documents for accuracy | | | | | X |
| 20. Using a keyboard to enter and transform words or data | | | | | X |
| 21. Using a video display terminal | | | | | X |
| 22. Working in a normal office environment with few physical discomforts | | | | | X |
| 23. Working in an area that is somewhat uncomfortable due to drafts, noise, temperature variation, or other conditions | X | | | | |
| 24. Working in an area that is very uncomfortable due to extreme temperature, noise levels, or other conditions | X | | | | |
| 25. Working with equipment or performing procedures where carelessness would probably result in minor cuts, bruises or muscle pulls | X | | | | |
| 26. Operating automobile, vehicle, or van | X | | | | |
| 27. Other physical, mental or visual ability required by the job | X | | | | |