

DISTRICT SCHOOL BOARD OF PASCO COUNTY

Professional Technical JOB DESCRIPTION

Compliance/Resolution Specialist

Department: Office for Student Support Programs and Services

Job Code: TBD

FLSA: Exempt Non-Exempt

Salary Schedule: Mgmt 07

Reports To: Supervisor or Program Coordinator SSPS

Work Days: 245

Board Approved Date: July 23, 2013

Work Hours: 7.5 hrs/day

JOB GOAL: Responsible for building capacity and providing supports for school communities that are consistent with and supportive of the District's vision, mission, and strategic goals. This includes overseeing programs for students with disabilities, overseeing student services, and/or compliance while ensuring that all policies and procedures are implemented to meet federal, state, and local regulations.

ESSENTIAL DUTIES & RESPONSIBILITIES:

The following statements of duties and responsibilities are intended to describe the general nature and level of work being performed by individuals assigned to this position. These statements are not intended to be an exhaustive list of all duties and responsibilities required of all personnel within this position.

Compliance

1. Assist with the development and/or monitor implementation of district procedures for Exceptional Student Education, state required Special Programs and Procedures, Section 504, and English for Speakers of Other Languages (ESOL) program.
2. Assist with the review of Individualized Education Plans (IEPs) and recommendations for placement for students transferring into the district.
3. Assist with the development and provision of appropriate training and in-service activities for new and veteran teachers to ensure compliance with district policies and procedures for students with disabilities.
4. Monitor compliance with procedures for staffing and documentation of plans for students eligible for Section 504 and English for Speakers of Other Languages (ESOL) program.
5. Provide support, training and technical assistance for compliance teachers and school-based personnel, as needed, including private schools.
6. Consult with parents and schools on issues related to eligibility, placement, services, program goals and procedural safeguards; and conduct case reviews, as needed, to assist in determining appropriate student placement.
7. Assist with self-monitoring activities for compliance, including participation in planning for FTE and Medicaid audits.
8. Serve as a liaison between others in like positions, including school-based, regional, and district support teams, to provide a team approach to school needs.
9. Participate in school advisory, business, and community groups and activities; serve on committees and councils; and develop community partnerships to support the District's vision, mission, goals and strategic priorities.
10. Respond quickly to emergency situations and serve as a district representative at emergency shelters as determined by the Superintendent.
11. Perform other duties as assigned.

Resolution

1. Facilitate informal mediation meetings with schools to resolve parent concerns related to exceptional student education services, Section 504, and English for Speakers of Other Languages (ESOL) program.
2. Facilitate case reviews and dispute resolution meetings relating to change of placement.
3. Facilitate Manifestation Determination meetings.
4. Monitor Restraint and Seclusion of students with disabilities.
5. Develop procedures and coordinate with Department of Transportation to provide service to Exceptional Student Education (ESE) students for weighted transportation funding.
6. Serve as a resource to school-based, district, private school, and agency personnel, including provision training, technical assistance and expertise, as needed.
7. Provide official communication to parents when needed, and assist schools with procedural safeguard practices.
8. Serve as a liaison between others in like positions, including school-based, regional, and district support teams, to provide a team approach to school needs.
9. Participate in school advisory, business, and community groups and activities; serve on committees and councils; and develop community partnerships to support the District's vision, mission, goals and strategic priorities.
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MINIMUM REQUIREMENTS:

Requirements are representative of minimum levels of knowledge, skills and/or abilities. To perform this job successfully, the incumbent will possess the abilities or aptitudes to perform each duty successfully. Reasonable accommodations may be made to enable qualified individuals with disabilities to perform the essential functions.

KNOWLEDGE, SKILLS & ABILITIES:

- Knowledge of current trends and research in the area of assignment.
- Knowledge of curriculum and instructional techniques, as it applies to the area of assignment.
- Knowledge of related federal, state, and local rules, regulations, statutes, and policies.
- Ability to analyze data and use data-driven decision making to implement effective programs.
- Ability to read and interpret journals, articles, research studies, Florida statutes, state Board rules, and school Board policies.
- Knowledge of assessment systems, as it applies to the area of assignment.
- Ability to plan and manage projects including collaboration, coordination, and facilitation of work groups.
- Ability to work collaboratively with others and facilitate groups to consensus.
- Ability to communicate effectively with a variety of audiences, orally and in writing, including electronic media.
- Knowledge of and experience with personal computers and programs, such as word processing programs, spreadsheets, and databases.

EDUCATION, TRAINING & EXPERIENCE:

- Bachelor's degree from an accredited institution
- Minimum of three years of experience in the area of assignment

CERTIFICATES, LICENSES, & REGISTRATIONS:

- Valid Florida Educator's Certificate

PREFERRED QUALIFICATIONS:

- Master's degree from an accredited institution
- Certification in Educational Leadership, School Principal or Professional School Principal
- Experience with facilitation of meetings

SUPERVISORY RESPONSIBILITY: none

PHYSICAL REQUIREMENTS *(Describes physical conditions of this position):*

<input type="checkbox"/>	Sedentary Work	Exerting up to 10 pounds of force occasionally and/or a negligible amount of force frequently to lift, carry, push, pull or move objects. Sedentary work involves sitting most of the time. Jobs are sedentary if walking and standing are required only occasionally and all other sedentary criteria are met.
<input checked="" type="checkbox"/>	Light Work	Exerting up to 20 pounds of force occasionally and/or up to 10 pounds of force frequently. If the use of arm and / or leg controls require exertion of forces greater than that for sedentary work and the worker sits most of the time, the job is rated as Light Work.
<input type="checkbox"/>	Medium Work	Exerting up to 50 pounds of force occasionally, and/or up to 20 pounds of force frequently and/or up to 10 pounds of force constantly to move objects.
<input type="checkbox"/>	Heavy Work	Exerting up to 100 pounds of force occasionally, and/or up to 50 pounds of force frequently, and/or up to 20 pounds of force constantly to move objects.
<input type="checkbox"/>	Very Heavy Work	Exerting in excess of 100 pounds of force occasionally, and/or in excess of 50 pounds of force frequently, and/or in excess of 20 pounds of force constantly to move objects.

PHYSICAL ACTIVITY:

(Physical activities of the job are listed below and are with or without accommodations for disabilities for this position. Frequency of each applicable activity is noted according to the following: R = Regularly; F = Frequently; O = Occasionally, S = Seldom)

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R	Sitting	Resting with the body supported by the buttocks or thighs.
R	Standing	Assuming an upright position on the feet particularly for sustained periods of time.
R	Walking	Moving about on foot to accomplish tasks, particularly for long distances.
S	Climbing	Ascending or descending ladders, stairs, scaffolding, ramps, poles, etc. using feet and legs and/or hands and arms.
O	Balancing	Maintaining body equilibrium to prevent falling when walking, standing or crouching on narrow, slippery or erratically moving surfaces.
S	Bending	Lowering the body forward from the waist.
S	Stooping	Bending body downward and forward by bending spine at the waist through the use of the lower extremities and back muscles.
S	Kneeling	Bending legs at knee to come to a rest on knee or knees.
S	Crouching	Bending the body downward and forward by bending leg and spine.
S	Crawling	Moving about on hands and knees or hands and feet
O	Twisting	Moving body from the waist using a turning motion.
O	Reaching	Extending hand(s) and arm(s) in any direction
S	Pushing	Using upper extremities to press against something with steady force in order to thrust forward, downward or outward .
S	Pulling	Using upper extremities to drag, haul, or tug objects in a sustained motion.
S	Lifting	Raising objects from a lower to a higher position or moving objects horizontally from position- to-position through the use of the upper extremities and back muscles .
R	Finger Dexterity	Picking, pinching, typing or otherwise working primarily with fingers rather than with the whole hand or arm.
O	Grasping	Applying pressure to an object with the fingers and palm.
O	Feeling	Perceiving attributes of objects, such as size, shape, temperature or texture by touching with skin, particularly that of fingertips
F	Repetitive Motions	Substantial and continuous movements of the wrists, hands, and/or fingers.
R	Talking	Expressing or exchanging ideas by means of the spoken word. Those activities in which detailed or important spoken instructions must be conveyed accurately, loudly or quickly.
R	Hearing Acuity	The ability of perceive speech and other environmental sounds at normal loudness levels.
R	Visual Acuity	The power to see at a level which allows reading of numbers and text, operations of equipment inspection of machines, etc.

WORKING CONDITIONS:

(Conditions the worker will be subject to in this position with or without accommodations for disabilities. Indicate all that apply to the position. Please note that there can be more than one condition.)

<input type="checkbox"/>	Outdoors	The worker is subject to outside environmental conditions. There is not effective protection from weather conditions such as wind, moisture, sunlight, extreme temperature changes, etc.
<input type="checkbox"/>	Indoors	The worker is subject to inside environmental conditions. There is protection from weather conditions but not necessarily from temperature changes.
<input checked="" type="checkbox"/>	Indoors and Outdoors	The worker is subject to both environmental conditions. Activities occur inside and outside.
<input type="checkbox"/>	Cold	The worker is subject to extreme cold. Temperatures are below 32 degrees for periods of more than one hour.
<input type="checkbox"/>	Heat	The worker is subject to extreme heat. Temperatures are above 100 degrees for periods of more than one hour.
<input type="checkbox"/>	Noise	The worker is subject to noise. There is sufficient noise to cause the worker to shout in order to be heard above the ambient noise level.
<input type="checkbox"/>	Vibration	The worker is subject to vibration. There is exposure to oscillating movements of the extremities or whole body.
<input type="checkbox"/>	Hazards	The worker is subject to hazards. This includes a variety of physical conditions, such as proximity to moving mechanical parts, electrical current, working on scaffolding and high places and exposure to high heat or chemicals.

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<input type="checkbox"/>	Atmospheric Conditions	The worker is subject to atmospheric conditions. One or more of the following conditions affect the respiratory systems or the skin: fumes, odors, mists, gases or poor ventilation.
<input type="checkbox"/>	Oils	The worker is subject to oils. There is air and/or skin exposure to oils and other cutting fluids.
<input type="checkbox"/>	Respirator	The worker is required to wear a respirator.
<input type="checkbox"/>	None	The worker is not substantially exposed to adverse environmental conditions (such as in typical office or administrative work).

MACHINES, TOOLS, EQUIPMENT:

(Machines, tools, equipment, electronic devices, vehicles, etc, used in this position.)

General office equipment, including personal computers, fax machines, copiers, scanners, telephones, etc.

Pasco County School District will provide reasonable accommodations to qualified individuals with disabilities to allow them to perform the essential functions of the job when such individuals request an accommodation.