



Weekly Memo

Action Items

Call for District Reviewers for 2021-2022 Instructional Materials Adoption

The Florida Department of Education (FDOE) has issued the following memorandum regarding a call for district reviewers for the 2021-2022 instructional materials adoption. The district review period will be from **January 28 to February 11, 2022**, per the instructions in the memo. To view the memorandum, go to <https://info.fldoe.org/docushare/dsweb/Get/Document-9437/dps-2022-008.pdf> (Memo) and <https://info.fldoe.org/docushare/dsweb/Get/Document-9438/dps-2022-008a.pdf> (Attachment A).

Exceptional Student Education (ESE) Parent Survey

The online version of the 2021-22 ESE Parent Survey will be accessible beginning on Tuesday, **February 1, 2022**. Each year, the FDOE conducts a survey designed to provide the FDOE and the United States Department of Education, Office of Special Education Programs (OSEP), with information on how well Florida's schools are partnering with parents and promoting parent involvement in their child's education. The survey is open to all parents of children with an individual educational plan receiving ESE services from preschool age through grade 12. The survey is not intended for parents of students receiving only gifted services through an educational plan. All states must collect these data as part of their State Performance Plan, as required under the Individuals with Disabilities Education Act. In the FDOE's continued efforts to increase parent participation, individual paper surveys for parents of all children receiving special education services in all districts will be forthcoming. The online version of the survey will be available to all parents at <https://www.esesurvey.com/Login.php>. For questions or concerns, contact Kindrea Hill, parent services specialist, at Kindrea.Hill1@fldoe.org.

Autism Navigator for Classroom Success in Prekindergarten through Second Grade Webinar Series

The Center for Autism and Related Disabilities is pleased to announce that registration is now open for this no-cost, six-week webinar series. All regular education and special education teachers, district-level personnel, speech-language pathologists, occupational therapists, early interventionists, psychologists, behavior specialists, social workers, paraprofessionals, college students, and anyone else interested in learning about students with autism are encouraged to attend. While this webinar is designed as a companion to the Autism Navigator Classroom Success course, attendance in both is not required. Participants will learn about an evidence-based framework to prioritize goals to promote learning and positive behavior. Video examples

and audience participation will be used to illustrate how to apply this model to both in-person and virtual classrooms, and to teach parents strategies to support their child's learning in everyday activities at home. For more information and to register, go to <https://autismnavigator.com/webinar-autism-navigator-for-classroom-success-in-prek-through-2nd-grade/>. This offering is an ongoing weekly webinar series that meets on Wednesdays from 3:30 to 5 p.m. EST, and those interested can join at any time (the first meeting took place January 26, 2022). The second webinar in this series will be on **February 2, 2022**. For questions, contact support@autismnavigator.com.

Fridays with the Florida Diagnostic and Learning Resources System (FDLRS) Statewide Parent Webinar Series

The FDLRS Administration Project is excited to share monthly, no-cost, statewide parent webinars designed for parents or individuals working with parents and families of students with disabilities. All webinars are presented in a family-friendly style and recorded, with closed captioning available. Our next session will be a two-part series titled, "A Parent's Guide to Individual Education Plans," scheduled for **February 3-4, 2022** from noon to 12:45 p.m. EST each day. To register for this webinar and other parent webinars in this series, go to <https://www.fdlrs.org/free-parent-webinars-fridays-fdlrs>. For questions, contact Alice Schmitges at schmitgesa@nefec.org.

Position Available in the Bureau of Exceptional Student Education (BESE)

BESE is seeking a program specialist for its Instructional Support Services unit. The specialist will be responsible for educational programs for students with disabilities and will serve as the state lead for students with visual impairments, students who are deaf or hard of hearing, and students with dual sensory impairments, and may assist in leading state efforts for students identified as hospitalized or homebound. The application deadline is **February 21, 2022**. To view the complete job description and to apply, go to <https://jobs.myflorida.com/job/TALLAHASSEE-PROGRAM-SPECIALIST-IV-DOE-48003309-FL-32399/838738200/>.

Application Posted for the Private School Opportunity to Administer Florida Statewide Assessments in 2022-23

The FDOE has issued the following memorandum regarding the posted application for the private school opportunity to administer the Florida Statewide Assessments in 2022-23. Completed applications must be notarized and submitted to the FDOE by **March 1, 2022**, per the instructions in the memo. To view the memorandum, go to <https://info.fldoe.org/docushare/dsweb/Get/Document-9439/dps-2022-002.pdf>.

Informational Items

Position Available in the Bureau of Student Support Services (BoSSS)

BoSSS is seeking a senior program analyst for its office at the FDOE in Tallahassee. The analyst will coordinate the state educational agency AWARE grant awarded to the FDOE. The position is funded through the federal AWARE grant allocation. To view the complete job description and to apply, go to <https://jobs.myflorida.com/job/TALLAHASSEE-Senior-Program-Analyst-OPS-48006327-FL-32399/838616200/>. For questions, contact Andrew Weatherill at Andrew.Weatherill@fldoe.org or 850-245-7851.

Positions Available in the Statewide FDLRS

FDLRS, a discretionary project of BESE, is seeking two ESE coordinators. These positions are located at the North East Florida Educational Consortium. The application deadlines will remain open until the positions are filled. To view the position announcement and job description, see the attached documents. To apply, go to <https://www.putnamschools.org/page/job-vacancies>. For questions, contact Alice Schmitges at schmitgesa@nefec.org.

- Filename: Vacancy Notice for Coordinator, ESE Special Projects
- Filename: Job Description for Coordinator, ESE Special Projects

Positions Available in the FDLRS Galaxy Associate Center

FDLRS Galaxy, a discretionary project of BESE, is seeking one director, one Child Find consultant, and one human resources development/technology educational consultant. To view these positions and application deadlines, go to the St. Lucie Public Schools website at stlucie.k12.fl.us/departments/human-resources/how-to-apply/. To view the position announcements, see the attached documents. For questions, contact Alice Schmitges at schmitgesa@nefec.org.

- Filename: Director of FDLRS
- Filename: Child Find Consultant
- Filename: Educational Consultant HRD-Technology

Victoria Gaitanis
Bureau Chief



For more information, contact
850-245-0475

APPLICATION OF POSITION VACANCY

Putnam County Public Schools

200 Reid Street Palatka, Florida 32177

APPLICATION DEADLINE: Until Filled

POSITION TITLE: Coordinator, ESE Special Projects

JOB LOCATION: NEFEC (This position is with the statewide FDLRS Administration/HRD Project located at the North East Florida Educational Consortium.)

DATE OF VACANCY: Immediately

JOB DESCRIPTION: See Attached

MINIMUM QUALIFICATIONS: Master's degree from an accredited college or university; valid Florida teaching certificate in Exceptional Student Education; minimum of five (5) years experience in ESE Administration; minimum of five (5) years teaching experience in ESE; knowledge of online delivery instruction; valid Florida Driver's License; satisfactory criminal background check and drug screening. **PREFERRED QUALIFICATIONS:** Knowledge of the FDLRS' Network; experience in project management; ability to coordinate multi-faceted projects; excellent oral/written communication skills; team player; demonstrates initiative; self-starter; committed to serving others. **Pay Grade 7 – salary range \$58,500 - \$91,140**

*****ONLY SELECTED APPLICANTS WILL BE INTERVIEWED**
INTERVIEW TO BE SCHEDULED WITH THE DEPARTMENT HEAD:
Alice Schmitges***

VETERANS PREFERENCE AVAILABLE UPON REQUEST

HOW TO APPLY: Complete a Putnam County District School Board online application.

NOTE TO APPLICANT: Applications will not be accepted after the application deadline.

AFFIRMATIVE ACTION – EMPLOYMENT: Discrimination on the basis of religion, race, national origin, color, handicap, sex, age, marital status, or parental status is prohibited in the recruitment, hiring, assigning, promotion, paying, demoting, or dismissal of employees of the District school Board of Putnam County.

DISTRIBUTION: Alachua, Baker, Bradford, Citrus, Clay, Columbia, Dixie, Duval, Flagler, Gilchrist, Hamilton, Lafayette, Levy, Marion, Nassau, Putnam, St. Johns, Suwannee, Union, P.K. Yonge School, FSDB 12/20/2021

FOR CURRENT POSITIONS VISIT

<http://www.putnamschools.org>

EQUAL OPPORTUNITY EMPLOYER

NORTH EAST FLORIDA EDUCATIONAL CONSORTIUM

COORDINATOR, ESE SPECIAL PROJECTS

JOB DESCRIPTION

QUALIFICATIONS:

- * (1) Master's Degree from an accredited college or university.
- * (2) Valid Florida teaching certificate in Exceptional Student Education.
- * (3) Minimum of five (5) years experience in ESE Administration.
- * (4) Minimum of five (5) years teaching experience in ESE.
- * (5) Knowledge of online delivery of instruction.
- * (6) Valid Florida Driver's License.
- * (7) Satisfactory criminal background check and drug screening.

KNOWLEDGE, SKILLS AND ABILITIES:

Ability to work cooperatively with individuals and groups. Ability to develop concepts and ideas and relate them in both written and oral form. Ability to initiate and maintain rapport with state department officials, statewide networks, community agencies and universities. Ability to organize and conduct meetings and workshops, to communicate, plan and disseminate precise information and interpretation of technical issues related to exceptional student education. Experience developing and using online courses and professional development. Knowledge of current trends and research in all areas of exceptional student education, issues related to exceptional education curriculum, instructional techniques, regulations, statutes, policies, special programs and procedures affecting individuals with disabilities. Knowledge of federal state and local exemplary practices in exceptional student education. Familiarity with statewide implementation of programs related to exceptional student education, databases and national, state and local resources. Knowledge and skills related to online instruction.

REPORTS TO:

Administrator, ESE Special Projects/FDLRS Administrative project

JOB GOAL

To facilitate the implementation of special projects activities related to exceptional student education, including online instruction initiatives, at the state, regional and local levels.

SUPERVISES:

None

PERFORMANCE RESPONSIBILITIES:

Service Delivery

- * (1) Provide overall coordination of established project activities, under the direction of the Project Administrator, with an emphasis on Professional Development offerings and virtual instruction.
- * (2) Coordinate programs and services with Administrator of ESE Special Projects, Advisory Boards and established councils to meet identified project goals.
- * (3) Develop, conduct and/or facilitate staff development activities related to exceptional student education programs, services and project goals, including development of virtual Professional Development and online courses.

COORDINATOR, ESE SPECIAL PROJECTS (Continued)

- * (4) Provide technical assistance in leadership, online instruction, programming and related to ESE activities and services.
- * (5) Coordinate planning to involve DOE, staff, agencies, districts, university and other agency personnel as directed by the Administrator of ESE Special Projects.
- * (6) Plan, initiate, conduct and evaluate project activities related to exceptional student education.
- * (7) Follow the direction of the Administrator of ESE Special Projects to maintain all financial and budgetary matters.
- * (8) Assist state and district personnel in identifying efforts in recruitment and retention of exceptional student education teachers.
- * (9) Facilitate the updating, maintaining and utilization of online professional development modules and communication tools including websites and Wikispaces.

Inter/Intra-Agency Communication and Delivery

- * (10) Review and coordinate activities with other state and exceptional student education initiatives.
- * (11) Work effectively through collaboration and coordination with Advisory Committees, HRD Workgroups, oversight committees, DOE personnel and state, regional and local contacts.
- * (12) Represent exceptional student education interests on various advisory committees as determined by Administrator of ESE Special Projects.
- * (13) Establish and maintain lines of communication with appropriate DOE personnel, district and community personnel relative to the established project goals and activities to ensure information exchange, coordination and support, including use of websites and Wikispaces.
- * (14) Use effective communication strategies to interact with a variety of audiences.
- * (15) Coordinate all aspects of designated special projects with emphasis on Professional Development Alternatives for Exceptional Student Educators.

Professional Growth and Improvement

- * (16) Facilitate, present, plan and attend state and national conferences and meetings relevant to exceptional student education.
- * (17) Coordinate and collaborate with DOE, statewide networks and University personnel to assist in professional development preparation in the area of exceptional student education.
- * (18) Facilitate the development, implementation and evaluation of staff development activities.
- * (19) Keep well informed about trends and best practices in ESE.
- * (20) Maintain a network of peer contacts in related fields.
- * (21) Promote and support the professional growth of self and others.
- * (22) Attend training sessions, conferences and workshops related to project goals and to remain current in exceptional student education programs and services.
- * (23) Develop annual goals related to project implementation.

Systemic Functions

- * (24) Complete all required reports in a timely manner.
- * (25) Maintain and monitor all required records, websites, Wikispaces and files related to project.
- * (26) Plan, implement and analyze the development of project activities through the collaboration with targeted state, regional and local personnel.
- * (27) Develop products related to project goals and activities.
- * (28) Adequately plan all program and organizational functions within reasonable timeframes.
- * (29) Assist in maintaining appropriate coordination and communication among all agencies that work collaboratively providing services related to project goals.

COORDINATOR, ESE SPECIAL PROJECTS (Continued)

*(30) Promote a culture of service by exhibiting proactive interaction, assistance and support to district staff.

Leadership and Strategic Orientation

- *(31) Assist in the development of activities designed to achieve priority goals identified in the project.
- *(32) Use appropriate strategies and problem-solving tools to make decisions concerning planning, utilization of funds, delivering of services and evaluation of activities.
- *(33) Assist in implementing NEFEC's goals and Areas of Focus.
- *(34) Provide leadership, direction and coordination of initiatives, which support the specified project goals and objectives.
- *(35) Coordinate oversight committee and support teams to ensure the achievement of project goals.
- *(36) Use appropriate interpersonal styles and methods to guide individuals and groups toward task accomplishment.
- *(37) Demonstrate initiative in the performance of assigned responsibilities.
- *(38) Provide oversight and direction for cooperative planning with other agencies.
- *(39) Perform other tasks consistent with the goals and objectives of this position.

Worksite Service Standards

- *(40) Exhibit a positive and flexible attitude.
- *(41) Foster and develop a professional image.
- *(42) Demonstrate effective communication and collaboration with external stakeholders as well as co-workers.
- *(43) Exhibit compassion and humility.
- *(44) Promote a passion for learning and growing.
- *(45) Demonstrate initiative.
- *(46) Exhibit the ability to multitask and problem solve.
- *(47) Translate organizational purpose into observable behavior.

Assessment and Other Services

- *(48) The use of the adopted performance appraisal system to improve practice.
- *(49) The accurate and timely filing of all applicable reports.
- *(50) The completion of professional development activities as appropriate

*Essential Performance Responsibilities

PHYSICAL REQUIREMENTS:

Light Work: Exerting up to 20 pounds of force occasionally and/or up to 10 pounds of force as frequently as needed to move objects. (Must be able to do extensive driving.)

Job Description Supplement 03

TERMS OF EMPLOYMENT:

Twelve months. Eight hours per day.
Compensation based on Pay Grade 7.

EVALUATION:

Performance of this job will be evaluated in accordance with provisions of the NEFEC policy on evaluation of personnel.



JOB TITLE	DEPARTMENT	REPORTS TO
Director of FDLRS	Student Services/ESE	Executive Director of Student Services/ESE

Position No: 63057	Length of Work Year: 12 Months
Salary Schedule: PG6	Date Approved: 4/22/97
FSLA: Exempt	Date Revised: 4/8/03

MINIMUM QUALIFICATIONS

1. Minimum of five (5) years teaching experience
2. Master's degree
3. Certification in Education Leadership or Administration/Supervision.
4. Certification in School Psychology or Exceptional Student Education.
5. Ability to perform the functions of the position.

1. To facilitate and coordinate the writing of the FDLRS project, budget and other appropriate grants.
2. To monitor the FDLRS project, budget and other appropriate grants.
3. To maintain appropriate records and reports.
4. To maintain FDLRS project standards.
5. To act in coordinating capacity and as liaison between Directors of Exceptional Student Education and FDLRS Galaxy.
6. To coordinate and supervise FDLRS Galaxy personnel and staff activities.
7. To coordinate FDLRS Galaxy activities with determined needs of Advisory Committee and Coordinating Council.
8. To confer with districts' personnel and BISCS to determine priorities for training activities throughout service area.
9. To attend and assist in appropriate conferences, institutes, seminars and FDLRS Network meetings.
10. To assist parents, educational and agency personnel in locating and identifying resources for children with disabilities.
11. To assist parents and care givers of children with disabilities through referrals to community or state agencies.
12. To confer with parents and other interested private and public agencies concerning ESE programs, operations, laws, student rights and procedural safeguards.
13. To coordinate dissemination of current informational materials relating to children with disabilities.
14. To maintain communication with individual or agency representatives who refer children for diagnostic evaluation.
15. To conduct or assist in workshops and inservices.
16. To attend appropriate state level conferences and FDLRS Network meetings.
17. To perform such other tasks and assume such other responsibilities as the supervisor may assign.

PHYSICAL DEMAND CLASS:

Sedentary Light (SL) - Occasional lifting and carrying of objects weighing 10 pounds or less. Infrequent lifting and carrying of objects weighing 11-20 pounds. Occasional walking and/or standing may be required.



JOB TITLE	DEPARTMENT	REPORTS TO
Child Find Consultant Grant Funded	Florida Diagnostic Learning Resource System (FDLRS)	Administrator, FDLRS

Position No: 61025	Length of Work Year: 10, or 11 Months
Salary Schedule: IN10, IN11	Date Approved: 5/26/15
FSLA: Exempt	Date Revised: 1/8/16

**EXCEPTIONAL STUDENT EDUCATION
FLORIDA DIAGNOSTIC & LEARNING RESOURCES SYSTEM
INDIAN RIVER, MARTIN, OKEECHOBEE & SAINT LUCIE COUNTIES**

MINIMUM QUALIFICATIONS

1. Master's Degree preferred, with a minimum of three (3) years successful teaching experience, or a Bachelor's degree with a minimum of five (5) years or more successful teaching experience.
2. Valid Florida certification in Exceptional Student Education preferred.
3. Valid Florida driver's license and reliable transportation to travel to the FDLRS Galaxy service area (Indian River, Martin and Okeechobee and St. Lucie Counties) and within the State of Florida, as necessary to perform job related activities.
4. Flexible work schedule to include nights and weekends to meet the needs of the districts and schools.
5. Proficient oral and written communication skills.
6. Ability to perform the functions of the position.

KNOWLEDGE, SKILLS, AND ABILITIES

1. Knowledge of current screening and assessment tools, programs, practices and current legislation related to early childhood issues.
2. Experience with standard computer and technology, including applications to support curriculum and instruction, and ability to share expertise with others.

DUTIES AND RESPONSIBILITIES

1. To assist parents with needed supports to address current learning environment, instructional methodologies, and conduct presentations.
2. Use a variety of media and technology to share timely, accurate, and accessible information to conduct outreach to the community and to disseminate Child Find materials and information.
3. To provide effective explanation of screening, evaluation and eligibility results and/or processes to parents, guardians, preschools, nonpublic schools and agency or educational personnel as appropriate.
4. To determine and obtain appropriate medical, social and educational follow-up service of referred children, as appropriate.
5. To assist in the coordination and training programs of the districts' personnel serving disabled children.
6. Communicate with the parents regarding programs and services available to meet the educational, health, behavioral and mental health needs of students.
7. Collaborate and assist school districts and local Early Steps in the implementation of smooth and timely transition from Part C to Part B.

8. Timely entering of data into the Children's Registry and Information System (CHRIS) and generate reports.
9. Collaboration with Early Childhood partners including the Interagency Council in order to provide families in need of community services with referrals to available resources and discuss pre-school issues.
10. To maintain accurate and current data related to preschool services for preschool children.
11. Collaboration with school districts and local Early Steps in the implementation of child outcomes measurement system.
12. Coordination of training opportunities (may include development of support materials) related to child development and developmental appropriate practices.
13. To perform the functions of FDLRS parent services as assigned.
14. To perform assigned tasks in a timely and efficient manner with a high standard of quality.
15. To perform such other tasks and assume such other responsibilities as the Administrator of Florida Diagnostic and Learning Resources may assign.

PHYSICAL DEMAND CLASS:

Light (L) - Frequent lifting and carrying of objects weighing 10 pounds or less. Infrequent lifting and carrying of objects weighing 11-35 pounds. Frequent walking and/or standing is required to carry out duties.



JOB TITLE	DEPARTMENT	REPORTS TO
Educational Consultant HRD or Technology	FDLRS, HRD, or Technology	FDLRS Administrator

Position No: 63115	Length of Work Year: 10 or 11 Months
Salary Schedule: IN10, IN11	Date Approved: 9/11/07
FSLA: Exempt	Date Revised: 1/8/16

JOB GOAL
To be responsible for the acquisition, dissemination and management of information in providing support services to exceptional students, teachers, parents and agencies.

MINIMUM QUALIFICATIONS
<ol style="list-style-type: none"> 1. Master's degree preferred, with a minimum of three (3) years successful teaching experience, or a Bachelor's Degree with a minimum of five (5) years or more successful teaching experience. 2. Certification in Exceptional Student Education (ESE), or Elementary Education, or Science, or Math, or Reading. 3. Experience with standard computer and technology, including applications to support curriculum and instruction, and ability to share expertise with others. 4. Experience in delivering training, assessment, and data management. 5. Valid Florida drivers' license and reliable transportation to travel to the FDLRS Galaxy service area (Indian River, Martin, Okeechobee and St. Lucie Counties) and within the State of Florida, as necessary to perform job related activities. 6. Flexible work schedule to include nights and weekends to meet the needs of the districts and schools. 7. Proficient oral and written communication skills. 8. Commitment to continuously upgrade skills in research-based and validated practices in the field of education, Multi-Tiered System of Support (MTSS), community resources and technology. 9. Ability to perform functions of the position.
KNOWLEDGE, SKILLS AND ABILITIES
<ol style="list-style-type: none"> 1. Working knowledge of Instructional and/or Assistive Technology. 2. Understanding of Differentiated Curriculum, and Universal Design for Learning (UDL). 3. Ability to use technology and adapt to changing and evolving environments.
DUTIES AND RESPONSIBILITIES
<ol style="list-style-type: none"> 1. Planning, learning, implementing and evaluating meetings, conferences, coaching sessions and other professional development offerings focusing on increasing student achievement. 2. Implementation of state-of-the-art professional development for instructional reform and inclusive educational practices using adult learning theories. 3. Ability to conduct multi-media presentations. 4. Identify, collect, analyze and interpret data. 5. Modeling utilization and integration of instructional and assistive technologies, UDL, and accessible instructional materials. 6. Design and conduct successful professional development offerings ranging from hour long sessions to 2-week institutes that are in alignment with the BEESS Strategic Plan. 7. Implement effective instructional practices in the classroom and provide feedback, serving as coach and mentor.

8. Attend train-the-trainer sessions on targeted topics.
9. Collaboration/coordination with FDLRS managers, function personnel, and other discretionary project personnel, to accomplish center/regional and state goals/objectives.
10. Collaboration and coordination of activities with HRD/Technology colleagues statewide to facilitate a network of professional developers through FDLRS.
11. Evidence of significant and ongoing study and conversations about the quality of professional development in schools to improve the learning opportunities and learning success of all students and staff.
12. Ability to incorporate Florida's Professional Development System Evaluation Protocol into local and regional professional development.
13. Coordination and collaboration with school district personnel, community agencies, educational service providers and other stakeholders to plan, deliver, follow-up and evaluate data-based professional development at the local and regional levels.
14. Disseminate public awareness materials to the general public, as well as to specified target areas.
15. Assist or conduct screenings and/or diagnostic evaluations of potentially disabled or at-risk children as needed.
16. Develop and/or provide training for parents, school personnel and other individuals on appropriate topics, including the parent services function, as assigned.
17. Maintain accurate and current data on ESE services.
18. Write and submit reports as appropriate.
19. Perform assigned tasks in a timely, cost efficient manner, and with a high standard of quality.
20. Perform other tasks and assume other responsibilities as the FDLRS Administrator may assign.

PHYSICAL DEMAND CLASS:

Light (L) - Frequent lifting and carrying of objects weighing 10 pounds or less. Infrequent lifting and carrying of objects weighing 11-35 pounds. Frequent walking and/or standing is required to carry out duties.