AUSTIN ISD
JOB DESCRIPTION

JOB TITLE:	**GF COORDINATOR CAMPUS SUPPORT**			FLSA STATUS:	**EXEMPT**
PAY GRADE:	**CAD 1**	DUTY DAYS:	**226**	DATE REVISED:	**07/27/2026 HC**
FUNDING SOURCE:	**THIS POSITION IS PARTIALLY OR FULLY FUNDED THROUGH LOCAL AND/OR GRANT SOURCES. CONTINUED EMPLOYMENT IN GRANT-FUNDED POSITIONS IS CONTINGENT UPON AVAILABILITY OF FUNDS.**				

MINIMUM QUALIFICATIONS:

A Bachelor's degree from an accredited college or university is required. A Master's degree is preferred. A minimum of three (3) years of experience in Special Education teaching, providing direct related services, or serving in a campus-based leadership role is required. A valid Texas Special Education Teaching certificate or a principal/administrator certificate is preferred. District-wide travel is required.

SKILL REQUIREMENTS:

Incumbent must have knowledge of Federal, State, and Local policies, rules, and regulations regarding Special Education and students with disabilities, including state performance plan indicators. Skilled in developing and implementing professional learning to novice and experienced educators and administrators. Skilled in the use of research-based best practices for initiating and developing Special Education programs and services, including the development of standards-based Individualized Education Programs (IEPs). Skilled in diagnostic strategy planning processes that identify and target effective instructional strategies and interventions. Excellent written and oral communication skills, the ability to guide and lead other professionals, work cooperatively with others as a team, organize and maintain records, and manage time and resources effectively and efficiently. Skilled in the acquisition of community resources for supporting campus and student instructional needs. Must be able to read, write, and effectively speak/communicate in English to receive and provide work-related information in a timely manner to parents, families, coworkers, supervisors, employees, principals, school personnel, volunteers, and, where appropriate, visitors and students. Ability to adjust to and be flexible in a multitude of situations. Must be skilled in using state and district resources and navigating special-education legal guidelines to problem-solve and work across multiple-stakeholders to create buy-in, alignment and a clear path forward when stakes are high.

JOB PURPOSE AND RESPONSIBILITY:

This position requires systematic monitoring of the instructional process to ensure program activities produce positive student outcomes and work with campus staff to ensure that the curriculum is continuous and responsive to student needs. Ensure program compliance activities are completed. Support teachers by providing collaborative learning experiences designed to develop and refine instructional practices, with a focus on enhancing the quality of instruction. This includes facilitating components of special education teaching models, such as co-teaching, and guiding the lesson cycle to address teacher decisions regarding content, teacher behavior, and learner behavior, as supported by the Department of Special Education. Ensure both the goals of the District and Special Education department are implemented with fidelity, actively monitored, and adjusted based on relevant data sources. This position collaborates closely with campus administrators and teachers, maintaining positive and professional relationships. To assess effectiveness, principals will complete quarterly surveys on the level of support provided. The expectation is that this role consistently delivers exceptional customer service and support. This position ensures the fidelity of implementation of special education services through in-person coaching, professional learning and training, compliance monitoring, and data-driven support. The coordinator partners directly with campuses to improve IEP quality, instructional delivery, and student outcomes across ECSE through high school, while ensuring alignment with federal, state, and district requirements. This is a campus-facing role requiring daily on-site presence across assigned campuses. Regular, visible engagement with campus staff is essential to ensure effective coaching, monitoring, and support.

ESSENTIAL FUNCTIONS:

- Recommend improvements in the purpose, design, and implementation of Special Education programs that support the District and Department of Special Education mission.
- Assist teachers in identifying and coordinating an instructional program that effectively addresses individual student needs and instructional levels, while supporting the development, implementation, and monitoring of IEPs for students with disabilities.
- Support the improvement of standards-based IEP development and instructional delivery through classroom visits, observations, department meetings, and the observation/feedback process.
- Provide on-site coaching and modeling to teachers, administrators, and support staff to ensure high-quality implementation of IEPs.
- Lead campus-based compliance monitoring cycles, including IEP reviews and audits to ensure adherence to all state and federal guidelines; develop and oversee corrective action plans, provide ongoing follow-up, and deliver targeted coaching and mentoring to special education teachers and administrators to strengthen compliance and implementation.
- Conduct fidelity of implementation checks and provide actionable feedback to improve outcomes.
- Partner with campus leadership to ensure special education is integrated into campus systems, including PLCs and master scheduling.
- Collaborate with the campus support and compliance teams to ensure that both District and Department of Special Education initiatives are implemented and monitored appropriately.
- Provide oversight of program compliance and instructional monitoring across campuses to ensure the effective implementation of students' Individualized Education Programs (IEPs) and the proper facilitation of Annual Review and Dismissal (ARD) committees, in alignment with legal and educational standards.
- Monitor and support SPPI-13 transition compliance, through ongoing monthly reviews, including the development of measurable postsecondary goals and aligned transition services; identify areas of non-compliance and lead the development, implementation, and follow-up of corrective action plans to ensure timely resolution and sustained compliance.
- Analyze campus-level data to identify trends in student performance, compliance, and service delivery, and develop targeted support plans.
- Facilitate staffing meetings and Annual Review and Dismissal (ARD) processes, providing support and offering recommendations as needed.
- Provide professional learning and required training to support Least Restrictive Environment (LRE) decision-making and the development of high-quality IEPs; facilitate placement discussions and ARD committee decision-making as needed, ensuring all recommendations and outcomes are compliant with IDEA and aligned to individual student needs.
- Provide coordination for support services of students and families, which include non-education funding applications and in-home parent training, and responding to parent questions and feedback related to implementation of special education services.
- Work with other department stakeholders to support campus preparation for mediation, complaints, and/or due process hearing agreements and directives.
- Participate and present at District committees, principal and staff meetings, seminars, workshops, and conferences to facilitate department goals and objectives for students with special needs.

- Share district guidance on standard operating procedures and special education program implementation with all stakeholders, including families and campus staff, to ensure a supportive learning environment aligned with Special Education best practice and IDEA requirements.
- Provide coaching to campus staff members on navigating special education legal processes, including analyzing and responding to special education data related to student individualized education programs and student performance.
- Provide guidance on disciplinary actions involving students with disabilities, including Manifestation Determination Review processes, ensuring compliance with IDEA.
- Organize and facilitate summer programming for students with disabilities.
- Respond promptly and professionally to parent inquiries and requests for support, ensuring concerns are addressed with empathy, clarity, and alignment to special education procedures; collaborate with campus teams to problem-solve, provide accurate information, and ensure timely follow-up and resolution.
- Serve as a key liaison between campuses and the central office to ensure alignment of district initiatives and expectations, while delivering an exceptional customer experience through intentional, professional practices that promote a culture of respect and collaboration across all Austin ISD stakeholders.
- Provide an exceptional customer experience for all AISD stakeholders with intentional and professional practices that promote a culture of respect.

OTHER DUTIES AS ASSIGNED:

Perform other related duties as assigned; however, all employees are expected to comply with lawful directives in rare situations driven by need where a team effort is required.

PHYSICAL EFFORT AND WORK ENVIRONMENT:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. This position may involve rare exposure to blood or body fluids. Regular attendance is required for this position.

Tools/Equipment Used: Standard office equipment including personal computer and peripherals

Posture: Prolonged sitting; Extensive walking may occur, occasional bending/stooping, pushing/pulling, and twisting.

Motion: Repetitive hand motions including frequent keyboarding and use of mouse; occasional reaching

Lifting: Occasional light lifting and carrying (less than 45 pounds)

Environment: Standard office setting or campus setting; district-wide travel required

Mental Demands: Work with frequent interruptions, maintain emotional control under stress

PERSONAL WORK RELATIONSHIPS:

The incumbent receives supervision and reports directly to the appropriate supervisor of the department. Incumbent will maintain working relationships with departmental parents, families, teachers, other school and departmental staff, and agencies to share information, solve problems, and plan programs for students with disabilities.

The Austin Independent School District provides equal employment opportunities to all employees and applicants for employment and prohibits discrimination and harassment of any type without regard to race, color, religion, age, sex, national origin, disability status,

genetics, protected veteran status, sexual orientation, gender identity or expression, or any other characteristic protected by federal, state or local laws.

I have read & acknowledged the job description above.

Employee Signature:		**Date:**	