

# AUSTIN ISD

## JOB DESCRIPTION

JOB TITLE:	ASSISTANT SUPERINTENDENT SPECIAL EDUCATION PROGRAMS			PAY GRADE:	CAD 7
JOB CODE:	226	FLSA STATUS:	EXEMPT	DATE REVISED:	07/29/2025 HC
FUNDING SOURCE:		THIS POSITION IS LOCALLY FUNDED			

### **MINIMUM QUALIFICATIONS**

A Master's degree from an accredited college or university with an emphasis in curriculum, instruction, and/or educational leadership is required. A Doctorate degree is highly preferred. A minimum of three (3) years of supervisory experience is required. A minimum of seven (7) years of progressively responsible experience at the campus level and in central administration is required. Experience at the executive District level supervising principals and/or a Districtwide department(s) is required. A valid Texas Special Education certification is preferred. Fluency in Spanish/English is preferred.

### **SKILL REQUIREMENTS**

This position requires bold leadership and experience in supporting and transforming system-wide initiatives in support of the improvement of student outcomes, system-wide practices, and effective program implementation. The incumbent must possess a strong foundation that is current on instructional and system leadership techniques and programs throughout the state and nation, incorporating findings, best practices, and recommendations into the local organization, particularly on behalf of students receiving special education services or 504 supports. Incumbent must have thorough knowledge of the Texas Education Code's educational requirements; thorough understanding of curriculum and instruction; Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act, and the legal framework for special education supports; and other student-related services. Further, the incumbent must demonstrate committed and innovative leadership and experiences in transforming such knowledge into scalable system improvements and initiatives leading to high-quality inclusive educational programs and experiences for students with disabilities.

This position requires the incumbent to have the ability to use computer technology to identify patterns, strengths, and growth areas and transfer those findings and patterns into actionable metrics and improvement planning. The incumbent should also possess exceptional problem-solving and consensus-building expertise to support critical, strategic planning and initiative implementation in alignment with the District's needs by refining, augmenting, and/or strengthening actions and practices in areas such as the AISD Strategic Plan for Special Education, overall campus and departmental processes/expectations, and the Texas Education Agency's Agreed Order with AISD. Incumbent must exhibit outstanding organizational abilities and must be able to demonstrate excellent oral, written communication, and human relations skills. The ability to delegate responsibilities effectively and successfully lead a team of professionals is of critical importance.

This position requires knowledge of content, pedagogy, and cross-functional best practices in state and national standards for grades K-12, specifically in support of recommendations for students receiving high-quality services and supports through general education with special education services. Incumbent must model personal responsibility and possess a sustained focus on implementing and continuously improving programs with strong student outcomes. The employee in this position must be able to read, write, and speak/communicate in English in order to receive and to provide work-related information in a timely manner to other employees, supervisors, principals, school personnel, volunteers and when appropriate, visitors and students.

### **JOB PURPOSE AND RESPONSIBILITY**

The Assistant Superintendent for Special Education is a critical leadership role that directly affects the acceleration of improved student outcomes for all students; particularly in ensuring equitable outcomes for students receiving special

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education or 504 services. This role directs, monitors, and strengthens programs to ensure all services are implemented within federal, state, and local regulations for all students identified for special education and 504 supports throughout the district. The Assistant Superintendent oversees the special education and 504 divisions, services, and operations within the district and also guides the implementation of procedures, expectations, training, and support for campus and district leaders in collaboration with the Assistant Superintendents in the Office of Teaching Learning and Leading and senior staff for the district. The incumbent provides direction, supervision, and review of educational programming and service delivery in support of students identified for special education and 504 supports, emphasizing inclusive practices and program improvements for all students. The incumbent will coordinate the efforts of the department and district in interfacing with federal, state, and local agencies, private specialists, parents, community members, campus staff, and District supervisors to provide the services needed by students served through Special Education, Section 504, and Dyslexia laws, by working to eliminate disparities in achievement for all student groups.

The Assistant Superintendent will coordinate instructional delivery of services and resource development with the division of Teaching, Learning and Leading to ensure instructional and campus leadership alignment and support for the success of students receiving Special Education, Section 504 and Dyslexia services. The incumbent will supervise the design and implementation of initiatives, professional development, and the strategic plan to support Special Education, Section 504, and Dyslexia in grades PK-12 at the District level focused on increasing inclusive and student-centered practices across campuses within a rich continuum of services. This position guides the development of Special Education programmatic procedures and policies and coordinates program improvement efforts with District staff, campus principals, leaders, teachers, related services and support personnel, and community members.

Incumbent is responsible for ensuring the implementation of the Board's policies and legal requirements within the legal framework for students receiving special education services. This role provides leadership to support executive directors and directors to develop and implement policies and procedures for identifying and meeting the needs of diverse learners. The Assistant Superintendent will lead comprehensive planning and coordination and provide system leadership to ensure equitable access to high-quality programs for all learners, particularly those receiving Special Education, 504, and/or Dyslexia Services and supports, with an emphasis on furthering Austin ISD's vision of becoming Austin's home for inclusive learning with high expectations for all children and high outcomes for every student.

### **ESSENTIAL FUNCTIONS**

- Provide leadership to set a clear vision and goals for the Special Education team and support of the Board of Trustee's goals and values for the District overall to increase academic achievement and provide support for diverse learners and students receiving Special Education and/or 504 support.
- Cultivate a commitment among all District staff that all students will achieve high standards and that students have inclusive and rigorous learning opportunities within a rich continuum of services.
- Provide leadership and coordination of the Department and District's Initiatives for Special Education, including realization and fulfillment of the Strategic Plan and alignment around the district's Guiding Principles for Inclusion.
- Strengthen and lead the development of effective strategic planning and implementation of goals, requirements and expectations outlined in initiatives such as the AISD Strategic Plan, Texas Education Agency's Agreed Order with AISD and the legal framework to realize robust improvements and actions in support of the achievement of all students receiving Special Education services or 504 support.

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- Manage the distribution of Special Education supports ensuring allocation is equitable and provides the best resources to meet the needs of all AISD's students, families, and schools efficiently and effectively.
- Ensure compliance of the District with all applicable statutes and regulations by remaining informed, interpreting requirements to appropriate teaching and administrative staff, and monitoring department operations and activities for compliance.
- Confront preconceptions and model open dialogue about race, disability, culture, class, and other issues of difference with peers, staff, students, and the community.
- Provide expert understanding of Special Education, Section 504 and Dyslexia laws and Texas Education Agency requirements.
- Prioritize, align, and manage financial and human resources with a well-developed plan and emphasis on fulfilling goals and outcome metrics in support of achievement of students with disabilities.
- Communicate a bold and inclusive vision in the District and the community emphasizing the role of Special Education and the rights of students with disabilities, to ensure all students can achieve high standards. Provide leadership in developing a collaborative culture with internal and external stakeholders to galvanize aligned efforts in support of students.
- Identify and implement goals, objectives, and strategies based on data and key issues, to be addressed for program improvement and student success.
- Plan and implement systems, in partnership with the Assistant Superintendents and Executive Directors of Schools and their campus principals, for regular data reviews and improvement planning across campuses in all areas and for metrics associated with the outcomes for students receiving special education services
- Collaborate with other departments to ensure District instructional resources and guidance documents are culturally relevant, embed Special Education high-leverage practices and reflect quality standards for student learning.
- Monitor District and campus progress on the Texas Academic Performance Report in any areas related to special education, 504, and/or Dyslexia Services in addition to state monitoring and reporting in areas such as the State Performance Plan (SPP) and Results Driven Accountability (RDA) indicators for the purposes of identifying and planning improvement initiatives, providing technical assistance and support, developing procedural revisions aligned to selected strategies and training for continuous improvement in any identified areas for improvement.
- Develop strong relationships within and across the district, serving as a liaison on District-level committees, local and state program activities and events as assigned. Demonstrate cultural proficiency, sensitivity, and equity to ensure students' needs are prioritized met, particularly in support of students receiving special education and 504 services or supports.

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- Assist with facilitating AISD community engagement in multiple ways to inspire a lifetime of learning and to inform improvements and refined strategic actions in support of all students, particularly students receiving special education services.
- Plan, develop, and implement a comprehensive program for students with disabilities, which assesses the needs of students, establishes objectives and priorities, develops strategies to achieve objectives, and evaluates programs.
- Apply research and best practices to inform the development of theories of pedagogy, intervention programs and improve the delivery of student programs and related services.
- Assist the Superintendent and Senior Leadership in establishing Board policies and procedures related to the curriculum area, services, and support for diverse student populations. Communicate guidelines inherent in those policies and oversee implementation of the policies.
- Work collaboratively with Texas agencies to meet the needs of students; prepare and monitor contracts with individuals and agencies for special education services, and ensure compliance of programs with federal, state, and local regulations.
- Oversee the development, implementation, and monitoring of the long-range goals of the District to improve instructional outcomes and the fulfillment of IDEA requirements, as measured by state and national standards..
- Effectively assess department programs and goals and prioritize, plan, and implement improvements, as needed.
- Establish processes for quality controls, operational efficiency, and accuracy in departmental work.
- Work closely with the departments for Accountability and Public Education Information Management System and Program Evaluations to promote a systematic approach to program improvement.
- Demonstrate awareness of District-community needs and interface with governmental agencies, business and civic organizations, and the community to provide needed information and to promote the District's educational initiatives to meet those needs.
- 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.

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### **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; occasional bending/stooping, pushing/pulling, and twisting

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

**Lifting:** Occasional light lifting and carrying (less than 15-44 pounds)

**Environment:** Standard office or school setting; may work prolonged or irregular hours; extensive districtwide and statewide travel

**Mental Demands:** Maintain emotional control under stress; prioritize work to meet deadlines, have a calm demeanor, and work cooperatively with others

### **PERSONAL WORK RELATIONSHIPS**

This position reports directly to the Deputy Superintendent of the department and represents the District in many organizations and at civic events. Incumbent has regular contact with school administrators and central office staff.

*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 & acknowledge the job description above.**

**Employee**

**Signature:**

**Date:**