



COORDINATOR, SPECIAL PROGRAMS

Rev. July 2025

Job No.: 3621

Reports to: Director, Intervention Services & Special Programs

Dept./Campus: Special Programs & Services

FLSA Status: Exempt

Pay Grade: 306

Term: 226 Days

PRIMARY PURPOSE:

To coordinate curriculum, instruction, assessment, professional learning, and material support for special programs. May also support in specific area of expertise as assigned by their supervisor.

ADMINISTRATOR COMPETENCIES

- **Creative Visionary** who is passionately focused on effecting change and has the ability to merge data and fact with intuition, imagination, and innovation in an effort to realize the possibilities rather than be content with the probabilities.
- **Dedicated Professional** who creates a supportive environment by modeling and expecting autonomy and accountability; who exemplifies ethics; who accepts and values the differences of others, exhibits empathy, and who has a sense of human wisdom, courage, and compassion.
- **Inspiring Catalyst** who motivates and empowers others to become leaders and risk takers, and who acknowledges expertise, celebrates successes, and honors the lives of others.
- **Life-long Learner** who perpetuates self-motivated learning, and effectively drives transformation with continuous monitoring, evaluating, and adjusting.

MAJOR RESPONSIBILITIES AND DUTIES

- Promote and support the district vision, initiatives, and culture.
- Collaborate with department peers and curriculum to support assigned campuses on the continuum of intervention instruction for students (i.e.: Response to Intervention, Section 504, Dyslexia and Special Education).
- Apply the findings of research, current technology, and district studies to improve instruction and the student experience.
- Obtain and use evaluative findings including student achievement data, student placement, and level of need to customize professional learning opportunities for campuses and evaluate program effectiveness.
- Support hiring, placement, and professional learning of district special program staff.
- Partner with campuses to continuously promote collective responsibility and inclusive practices.
- Collaborate with the Sprog Coordinator team to vertically align instruction and tools on the intervention continuum.
- Recommend budget and cost estimates for appropriate program materials.
- Ensure compliance with IDEA, state law, State Board of Education rules, and local board policy.
- Assist in obtaining records for public information requests.
- Serve as a member and/or leader of district and community teams as appropriate.
- Coordinate and align district systems and processes to support teachers in implementing services.
- Engage in consistent collaboration with other district departments.
- Coordinate and align district systems and processes for summer school, credit recovery, and accelerated instruction.
- Establish and maintain open lines of communication by attending conferences and IEP meetings with parents, students, and teachers.
- Partner with campus leadership to identify and proactively support campus needs.
- Demonstrates regular and prompt attendance.
- Perform other duties as assigned.

All LISD employees are expected to maintain an extreme degree of confidentiality by following the *Family Educational Rights and Privacy Act (FERPA)* for student information and the *Health Insurance Portability and Accountability Act of 1996 (HIPAA)* for employee and student

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SUPERVISORY RESPONSIBILITIES

- None.

GENERAL QUALIFICATION GUIDELINES

Education/Certification/Experience:

- Bachelor's degree in education or related field. Master's degree preferred.
- Valid teaching certificate with special education endorsement preferred.
- Experience in special education teaching preferred.

Knowledge/Skills/Abilities:

- Knowledge of special education laws and programs; and Response to Intervention and Dyslexia.

Mental/Physical/Environmental Demands:

The essential functions, pursuant to the Americans with Disabilities Act, may include the characteristic duties, responsibilities, knowledge, skills, and abilities noted herein; however, this is not a comprehensive listing of all functions and tasks performed by positions found in this job description.

- Often operates a computer and other office productivity machinery (i.e., a calculator, copy machine, and computer printer).
- Needs to occasionally move about inside the office to access file cabinets, office machinery, etc.
- Frequently communicates with other employees or public. Must be able to exchange accurate information.
- Ability to understand opposing points of view on highly complex issues and to negotiate and integrate different viewpoints.
- Ability to organize and prioritize work schedules of others on long-term basis.
- Ability to make decisions which have significant impact on the department's credibility, operations, and services.
- Ability to compose material such as detailed reports, work-related manuals, publications of limited scope or impact and to make presentations outside of the immediate work area.
- Ability to formulate complex and comprehensive materials such as legal documents, authoritative reports, official publications of major scope and impact and to make formal presentations.
- Ability to compute, analyze, and interpret complex statistical data and/or to develop forecasts and computer models.
- Prolonged sitting; occasional bending/stooping, pushing/pulling, and twisting.
- Repetitive hand motions including frequent keyboarding and use of mouse; occasional reaching.
- Occasional light lifting and carrying (less than 15 pounds).
- Demonstrates regular and prompt attendance.
- Frequent districtwide, statewide, and out-of-state travel.
- Work with frequent interruptions.
- Maintain composure and professionalism at all times.
- May work prolonged or irregular hours.



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