



**Position:** Itinerant Special Education

**Assignment:** ARD Facilitator

**Wage/Hour Status:** Exempt

**Reports to:** Special Education Director

**Pay Grade:** TC102/196 days

**Dept./School:** Special Education

**Date Revised:** Summer 2025

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**Primary Purpose:**

Implement the Special Education ARD process. Conduct ARD meetings at assigned campuses. Complete all required documentation using the special education computer program and/or paper documents. Maintain student records and work collaboratively with other personnel to develop programs and interventions for Special Education students. Assist the diagnostician in the special education evaluation process.

**Qualifications:**

**Minimum Education/Certification:**

- Master's degree preferred; bachelor's degree is acceptable if the individual has extensive experience in special education.
- Valid teaching certificate in special education
- Enrolled in or planning to enroll in a diagnostician certification program

**Special Knowledge/Skills/Experience:**

- Minimum of 3 years' experience teaching special education
- Knowledge of special education ARD process and legal requirements for documentation of student needs in the IEP process.
- Knowledge of diagnostic procedures/tests, education of Special Education students, human development and learning theories.
- Excellent organizational, communication and interpersonal skills.
- Competent computer skills and ability to work efficiently on a computer.

**Major Responsibilities and Duties:**

- Demonstrate proficiency in documenting and managing programming needs of students with disabilities in the ARD/IEP process.
- Ensure that timeline requirements are met for all students regarding annual ARDs, written notice to parents of ARD/IEP meetings, and maintaining appropriate documentation of the ARD/IEP process.
- Collect and organize relevant data from students' cumulative folder, teachers, principals, support staff, parents, and other outside resource people.
- Assist Assessment Specialists in administering and scoring achievement testing and cognitive assessment when appropriate training or coursework has been completed.
- Consult with parents, teachers, administrators, and other relevant individuals to enhance facilitation of educational programs.
- Make recommendations to general ed staff and RTI/MTSS team regarding interventions and their effectiveness.
- Maintain computer skills to access program needs.

- Make recommendations for student's educational needs for the implementation of Special Education services according to federal and Texas Education Agency regulations.
- Maintain confidentiality of student/parent and school's information and records.
- Maintain records in Special Education database.
- Coordinate and participate in the Admission, Review and Dismissal (ARD) Committee to assist with interpretation of evaluation data, appropriate placement, and development of Individualized Education Programs (IEP) for students according to district procedures.
- Coordinate overall education program for students with disabilities for assigned campuses/caseloads.
- Comply with all district and local campus routines and regulations.
- Participate in professional development activities/conferences to improve skills and best practices related to job assignment.
- Act as liaison between parents and staff.
- Conduct informed consent meetings with parents consistent with the Legal Framework.
- Provide staff development training in assigned schools to assist school personnel in identification and understanding of students with disabilities and new Special Education legal guidelines.
- Consult with teachers regarding development and implementation of IEP.
- Interpret and communicate current legal findings related to federal and state law, Board of Education rules and local board policy and procedures in the areas of evaluation, placement and planning for Special Education services.
- Maintain positive, professional relationships and communicate effectively with supervisors, administrators, teachers, staff, students, and parents.

**Mental Demands/Physical Demands/Environmental Factors:**

- Personal computer and peripherals; standard instructional equipment
- Prolonged standing; frequent kneeling/squatting, bending/stooping, pushing/pulling, and twisting
- Frequent walking
- Regular light lifting and carrying (less than 15 pounds); may lift and move textbooks, test kits, and classroom equipment
- Work inside, may work outside, regular exposure to noise.
- Maintain emotional control under stress; work prolonged or irregular hours; work with frequent interruptions.

**OTHER:** All employees are to follow district safety protocols and emergency procedures.

The foregoing statements describe the general purpose and responsibilities assigned to this job and are not an exhaustive list of all responsibilities and duties that may be assigned or skills that may be required. This position is an in-person job and is to be performed at the location specified. It does not qualify for remote work or work from home status.

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Signature

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Date

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Print Name