

**Job Title:** Coordinator of Special Education

**Exemption Status/Test:** Exempt

**Reports to:** Director of Special Education

**Date Revised:** March 2026

**Dept./School:** Special Programs

**Term/PG:** 226 days/Admin PG 6

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### **Primary Purpose:**

The Special Education Coordinator is responsible for supporting the development and implementation of best practices in special education services and interventions. The role involves assisting in the planning, development, evaluation, and maintenance of special education programs to ensure compliance with all federal, state, and local policies. A key component of this role includes providing direct coaching to teachers in the development of Individualized Education Programs (IEPs) and the effective implementation of specially designed instruction to meet the unique needs of students. Additionally, the coordinator provides leadership in data management through professional development and monitoring of district staff and records.

### **Qualifications:**

#### **Education/Certification:**

Master's degree or higher

Valid Texas teacher's certificate with Special Education endorsement

Texas Mid-management, Supervisor, or Principal certificate (preferred)

#### **Special Knowledge/Skills:**

Deep understanding of the **individual needs of students with disabilities**.

Comprehensive knowledge of **federal and state laws** pertaining to special education.

Ability to **effectively communicate** with parents, staff, and the community.

Skill in **interpreting policy, procedures, and data** to drive program effectiveness.

Ability to coordinate district-wide **professional development offerings**.

#### **Experience:**

Minimum of 3 years of successful experience as a special education teacher

Minimum of 1 year of successful campus leadership experience in special education

## **Major Responsibilities and Duties:**

### **Program Management and Instructional Leadership:**

1. Provide targeted coaching to staff on the synthesis of FIE data into legally defensible IEPs, ensuring that goals, accommodations, and services are directly tethered to the student's PLAAFP.
2. Support the implementation of Specially Designed Instruction (SDI) across all learning environments, using student progress data to refine instructional methodologies and ensure high-leverage interventions are executed with fidelity.
3. Provide guidance on behavioral interventions and regularly audit support systems to ensure students are educated in the Least Restrictive Environment (LRE), advocating for inclusive practices whenever academically and socially appropriate
4. Foster inter-departmental collaboration with Curriculum & Instruction and Assessment teams to streamline instructional delivery and optimize assessment outcomes for students with diverse learning needs.
5. Support the evaluation of program effectiveness using student achievement data and evaluative findings.
6. Participate in ARD/IEP meetings to ensure appropriate placement and individualized program development.
7. Plan and deliver professional development on instructional strategies, behavior support, and compliance
8. Provide a positive role model for students and staff while maintaining high expectations.
9. Support in the recruitment, onboarding, and retention of special education staff.

### **Policy, Reports, and Law**

10. Maintain compliance with policies established by federal and state law, the State Board of Education, and the local Board of Trustees.
11. Audit IEPs and ARD meetings for compliance and to inform instructional decisions
12. Monitor, promote compliance, and effectively document noncompliance and areas of concern regarding campus and district special education and tracking systems, staffing issues, least restrictive environment, high expectations, RDA indicator status, and instructional progress.
13. Remain informed about new statutes, regulations, and case law concerning special education.
14. Support with establishing standardized protocols for the collection and verification of data tied to State Performance Plan (SPP) Indicators, collaborating with campus staff to ensure documentation accurately reflects student progress and regulatory adherence."
15. Assist in compiling budgets and cost estimates based on documented program needs and grant requirements.

### **Communication and Community Relations:**

16. Communicate the district's mission, instructional policies, and goals to parents and the community.
17. Demonstrate skill in conflict resolution with administrators, parents, and staff.
18. Conduct conferences with parents and teachers concerning vital student issues.
19. Use collaborative decision-making and problem-solving techniques.

**Supervisory Responsibilities:**

None

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

- Maintain emotional control under stress.
- Work with frequent interruptions.
- Ability to communicate effectively (verbal and written) and interpret complex data.
- Frequent district-wide travel and occasional statewide travel.
- Prolonged sitting, standing, walking, and occasional bending or stooping.
- Lifting: Occasional light to moderate lifting (ranging from 15 to 35 pounds).
- Frequent, prolonged, and irregular hours.

This document describes the general purpose and responsibilities assigned to this job and is not an exhaustive list of all responsibilities and duties that may be assigned or skills that may be required.

Reviewed by \_\_\_\_\_ Date \_\_\_\_\_

Received by \_\_\_\_\_ Date \_\_\_\_\_