



## SEGUIN INDEPENDENT SCHOOL DISTRICT

### Job Description

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**JOB TITLE:** ARD Facilitator  
**REPORTS TO:** Director of Special Education  
**DEPT/SCHOOL:** Matador Special Services Dept

**WAGE/HOUR STATUS:** Exempt  
**PAY GRADE:** Professional (1)  
**DAYS EMPLOYED:** 197  
**DATE REVISED:** April 2025

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#### **PRIMARY PURPOSE:**

To facilitate change and build capacity in the ARD process, documentation and instructional practices of teachers that will enable them to document individual education plans, student progress and implement student programs and use data and serve students more efficiently. The specialist will:

- Collaborate with the Campus Administrators and the district Special Education leadership team to ensure compliance with state and federal regulations and assist in the development and implementation of district and campus monitoring systems for special education programs at assigned campuses
- Provide support at assigned campuses for the ARD and instructional process, monitoring the documentation and compliance process at each ARD meeting
- Collaborate with each campus to ensure Special Education programs are functioning efficiently and working to meet student needs
- Assist campuses in developing systems to monitor the provision of special education services to students and ensure compliance with state and federal regulations and appropriate student progress
- Facilitate the completion of all required documentation for Special education programs including but not limited to: service logs, SHARS documentation, IEP progress reports and other required documents

#### **QUALIFICATIONS:**

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

- Minimum Bachelor's Degree (Texas Teacher and Special Education Certificate)
- Master's Degree preferred
- Minimum 3 years special education experience
- Knowledge of students with special needs
- Works effectively with staff, administrators, parents, community organizations

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

- Knowledge of students with special needs
- Knowledge about instructional materials, technology, and state evaluation methods.
- Skill in communicating effectively with others.
- Skill in working in collaborative team-based environments.
- Skill in working with and presenting to diverse populations of students, parents, and community members.
- Ability to exercise good judgment in decision making, especially in difficult circumstances.

## **MAJOR RESPONSIBILITIES AND DUTIES:**

### **Performance Effectiveness: Special Education / ARD process**

- ❖ Provide ARD facilitation on assigned campuses and coordinate the ARD process for students on the campus including scheduling and preparation for all ARD meetings.
- ❖ Coordinate with campus staff to ensure that federal/state timelines are met with respect to functions of ARD committee meetings; requests for additional assessments and required timelines set by ARD committee.
- ❖ Monitor ARD paperwork completed by campus personnel (including all ARD documents and supplements and required ARD notices and forms); ensure all paperwork is complete and turned in to the official audit file in a timely manner.
- ❖ Provide input on Special Education programs to Campus Administration and Special Education Administrators including information on curriculum, students, staff and overall functioning of the Special Education programs at assigned campuses.
- ❖ Provide for systematic communication among special and general education personnel..
- ❖ Completes lists, forms, reports, PEIMS forms, and data required by the Special Education Office by due dates (e.g.; transportation forms, ESY forms, October counts, etc).
- ❖ Supervise assigned staff under the direction of the campus principal and/or Special Education Director.
- ❖ Maintain thorough documentation regarding any significant problems with ARD committee procedures
- ❖ Maintain direct communication with the Director of Special Education for any problematic ARD or situation regarding Special Education issues.

### **Performance Effectiveness: Instructional Program and Supports**

- ❖ Ensure implementation of the process of special education on assigned campuses.
- ❖ Provide leadership and support through use of data, such as test scores, district scores, or RDA data, to improve the teaching/learning process and its outcomes in assigned program areas.
- ❖ Serve as a consultant to teachers in the identification, evaluation, selection and application of appropriate activities and materials with regard for objectives to be achieved.
- ❖ Provide assistance with Critical Case Management as requested.
- ❖ Assist in the development and implementation of campus monitoring systems for special education programs as requested by the Director of Special Education.
- ❖ Collaborate with Special Education Leadership team members to maintain data and documentation regarding special education compliance, program reviews, and program monitoring.
- ❖ Ensure IEP goals and standards are being followed including accommodations and modifications.
- ❖ Coordinate state testing needs for students with disabilities in coordination with Campus Test Coordinator to ensure special education students are tested appropriately.

### **Performance Effectiveness: Personnel**

- ❖ Provide input to the Campus Principal and the special education leadership team regarding special education staff effectiveness.
- ❖ Demonstrates high expectations for staff.
- ❖ Interview and evaluate applicants as requested.
- ❖ Conference with assigned staff to discuss performance and, when requested, jointly develop improvement objectives and identify professional development and training opportunities.
- ❖ Assist in training and/or assigning a mentor for new staff.
- ❖ Coordinate training of special education compliance and monitoring indicators with necessary district staff.
- ❖ Promote and/or provide appropriate staff development in special education and facilitate the

PLC process for special education staff.

**Performance Effectiveness: Parent / Community / Agency Communication**

- ❖ Establish a collaborative environment for parent involvement, department and shared decision-making and accountability leading toward student achievement.
- ❖ Involve the parents and the community in campus program improvement efforts as appropriate.

**Personal Effectiveness:**

- ❖ Take initiative to assist teachers or students as appropriate.
- ❖ Work cooperatively with others and maintain a positive attitude in the work environment.
- ❖ Respond to suggestions for improvement in a positive manner and accept supervisory direction.
- ❖ Display professionalism in dealing with students, parents, staff, and community.
- ❖ Report to assignments promptly and maintain good attendance.
- ❖ Demonstrate thoroughness, reliability and a high degree of accuracy in performing work assignments.
- ❖ Remain mentally alert and physically able to perform job functions.
- ❖ Demonstrate initiative and good judgment in problem solving and decision-making.
- ❖ Use time productively on the job.
- ❖ Demonstrate tact, courtesy and helpfulness in dealing with staff, students, parents, and visitors in the district.
- ❖ Be a positive role model for students; support the mission of the school district.
- ❖ Follow district policies, rules and regulations.
- ❖ Keep informed of and comply with federal, state, district, and school regulations and policies for special education teachers.
- ❖ Maintain confidentiality.
- ❖ Seek professional growth through continuing education and staff development.
- ❖ Perform other duties as assigned.

**Working Conditions**

**Mental Demands:**

- ❖ Strong verbal and written communication skills
- ❖ Ability to deliver effective instruction and training
- ❖ Ability to maintain emotional composure and professionalism under stress

**Physical Demands and Environmental Factors:**

- ❖ Ability to lift, carry, and transport instructional materials and supplies as needed for staff development and classroom support
- ❖ Ability to safely de-escalate student behaviors using approved intervention techniques

**EVALUATION:**

All employee's performance will be evaluated at least annually in accordance with Board Policy DNA (local). Evaluation is designed to improve the quality of instruction and employee performance which may affect employment recommendations. Each employee will sign for receipt of the Job Description/Evaluation form at the beginning of each year. At the time of the annual evaluation review, the employee will sign for receipt of a copy of the evaluation.

I understand that a portion or all of my position could be funded using a Federal funding source (including extra duty pay, stipends, or compensation).

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The forgoing statements describe the general purpose and responsibilities assigned to this job and are not an exhaustive list of all responsibilities, duties, and skills that may be required.

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

Employee Signature \_\_\_\_\_ Date Received \_\_\_\_\_