

Pflugerville Independent School District - Job Description

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| Job Title/Position: | Campus Coordinator, Special Education | Department/School: | Special Education / Campus |
| Pay Information: | Teacher Compensation Plan | Supervised By: | Campus Principal |
| FLSA: | Exempt | Date Revised: | April 2022 |

Primary Purpose:

Provides campus leadership and monitoring of special education programs to assist students with special needs. Ensures campus systems provide necessary components for students' individualized education plans and compliance with all state, federal, and local requirements.

Qualifications (Experience/Education/Certification):

Bachelor's Degree, valid Texas Teacher's Certificate (Special Education), SAMA Certification (can obtain after hire), and three years teaching experience, experience with computer-based special education documentation system.

Major Responsibilities:

1. Monitor special education students' IEPs for proper implementation & compliance.
2. Regularly review student data, including progress monitoring, state assessments, local assessments, and grades/transcripts.
3. Monitor special education classrooms and services to ensure best practice and compliance by conducting regular walkthroughs, reviewing performance data, and providing ongoing feedback to staff.
4. Assist & monitor campus teachers with special education processes and procedures including but not limited to ARD preparation, development of IEPs, student caseload management, instruction, support, computer-based IEP program, and instructional budget.
5. Perform ARD duties including but not limited to: complete temporary ARDs, attend contentious ARDs, serve as campus contact, and attend advancement ARDs/meetings.
6. Carry a student caseload and provide case management.
7. Perform as an instructional/behavior service provider as needed.
8. Coordinate and facilitate a collaborative campus special education team, including teachers, educational associates, evaluation and itinerant staff, and administrator(s).
9. Provide regular meetings and professional development for special education department teachers and staff and consultation, guidance, and professional development to campus staff and administrators regarding special education processes, laws, and compliance.
10. Serve as campus liaison and contact for related/itinerant service providers and district-level staff.
11. Consult with campus administration on scheduling of Special Education classes, interventions, staff, and students.
12. Consult with campus administration regarding special education staffing, including screening and interviewing of applicants and paraprofessional evaluations.
13. Attend district professional development and meetings to ensure adequate knowledge of district expectations and procedures.
14. Ensure maintenance of campus-based database of special education students, including evaluation timelines, ARD meeting needs, referral lists, referrals for related service evaluations, and state assessment.
15. Participate in Professional Learning Communities (PLC), Problem Solving Support Team (PSST), and Campus Crisis Team.
16. Follow Educator Code of Conduct & all policies, procedures, laws and State/Federal regulations.
17. Perform other duties as assigned.

Special Knowledge/Skills:

- Legal and compliance issues (IDEA, state, and federal laws)
- Special Education referral process
- Ability to exercise good judgement in decision making, especially in difficult conversations
- Supervision & development of staff
- Facilitation of professional learning
- Progress monitoring
- Data-driven decision making
- Modification of classroom assignments and campus/district assessments
- Graduation requirements & implications of ARD committee decisions on graduation
- Best instructional practices regarding LRE in modified classrooms (Resource), alternate classrooms (Essential Academics, Communications), collaborative / inclusive classrooms, and for students exhibiting behavior challenges, including students with Autism & Emotional Disturbances
- State Assessments
- Transition planning & post-secondary goals
- Satori Alternatives to Managing Aggression (SAMA)
- District special education processes and procedures, including
 - Continuum of services and change of placement
 - ARD facilitation, including proper paperwork and documentation
 - Computer-based IEP program
 - Special education transportation
 - Related services and personal care services
 - Student Success Initiative (SSI) & Intensive Programs of Instruction (IPI)
 - IEP goals and objectives
 - Autism Supplement & Daily Schedule
- Functional Behavior Assessment (FBA) & Behavior Intervention Plan (BIP); Manifestation & Determination Process (MDR)

Supervisory Responsibilities:

Limited; consult with campus administration on supervision of special education teachers and paraprofessionals

Working Conditions (Mental Demands/Physical Demands/Environmental Demands):

Maintain emotional control under stress; respond to crisis, potentially including assistance with de-escalation or containment; biological exposure to bacteria and communicable diseases; some in-district travel; prolonged use of computer; must be able to pull/push/lift and/or carry at least 30 lbs.

The foregoing statements are intended to describe the general nature and level of work being performed by employees assigned to this job title. They are not intended to be construed as an exhaustive list of all responsibilities, duties, knowledge, skills, and abilities required.

Received by: _____

Date: _____