International Leadership of Texas

The mission of ILTexas is to prepare students for exceptional leadership roles in the international community by emphasizing servant leadership, mastering the English, Spanish, and Chinese languages, and strengthening the mind, body and character.

Job Title: Special Education Campus Coordinator **Exemption Status:Exempt**

Reports to: Director of Compliance/Area Director **Date Revised: 26/27**

Dept./School: Special Education Services **Work Days: 197**

Primary Purpose: The Special Education Campus Coordinator, in collaboration with Special Education Headquarters, the Area Director, and campus administration, coordinates all aspects of the child-centered special education process on the assigned campus.

The primary purpose of this position is to ensure the ARD/IEP process and the delivery of services for students with disabilities are implemented with fidelity and remain compliant with federal, state, and local requirements. The Coordinator serves as a liaison among parents, teachers, related service providers, campus administration, and district staff while promoting collaboration and maintaining effective communication.

The Campus Coordinator develops strong relationships with stakeholders to ensure efficient campus operations and successful implementation of all ILTexas Special Education programs. Coordinators participate in campus leadership meetings and provide support beyond traditional case manager responsibilities.

Qualifications:

Education/Certification:
- Bachelor's degree from an accredited college or university required.
- Valid Texas Teaching Certificate required.
- Valid Texas Special Education EC–12 Certification required.
- TEA Learn ARD Committee Manager Training (obtained within first 3 months)
- Master's degree preferred.
- Additional leadership or administrative certifications preferred.

Special Knowledge/Skills:
- Extensive knowledge of IDEA, Texas Special Education Legal Framework, and TEA guidance.
- Expert knowledge of ARD/IEP development and implementation.
- Knowledge of evaluation procedures, transition requirements, and Child Find obligations.
- Strong organizational, communication, and problem-solving skills.
- Ability to analyze compliance data and develop corrective actions.
- Ability to build collaborative relationships with campus and district stakeholders.
- Knowledge of Project Education and Google Workspace applications.
- Ability to facilitate meetings and provide professional development.
- Knowledge of state assessment accommodations and special education accountability indicators.

Experience:
- Minimum of **3–5 years of successful teaching experience required**.
- Minimum of 3 years of Special Education experience preferred.
- Experience facilitating ARD meetings preferred.
- Experience coordinating special education services preferred.

Major Responsibilities and Duties:

Program Leadership and Compliance

- Coordinate all aspects of the child-centered special education process on the assigned campus.
- Ensure compliance with federal and state laws, SBOE rules, local board policies, and ILTexas Special Education procedures.
- Serve as the campus resource for special education staff, general education staff, parents, and administrators.
- Participate in campus leadership meetings and collaborate with district and campus personnel to support student success.
- Maintain communication with campus administration and Special Education leadership regarding concerns, compliance issues, and student needs.
- Ensure students receive services according to their Individualized Education Programs (IEPs).

ARD/IEP Coordination and Facilitation

- Develop and maintain annual ARD schedules based on student due dates.
- Coordinate scheduling and mailing of notices for ARD committee meetings in accordance with legal timelines.
- Arrange meeting logistics, including staff coverage, room reservations, and virtual meeting access.
- Collaborate with assessment staff and related service providers to ensure required committee members are invited and prepared for meetings.
- Gather relevant student information including grades, attendance, behavior reports, progress monitoring data, universal screening results, and previous and current evaluation reports.
- Prepare, review, and finalize required ARD committee documentation.
- Facilitate ARD committee meetings and ensure meaningful parent participation.
- Send completed IEP documents to parents/guardians and archive records according to LEA procedures.
- Coordinate Manifestation Determination Reviews (MDRs) and other required special education meetings.
- Schedule and coordinate Initial ARDs, Annual ARDs, Review ARDs, Re-Evaluations, and Amendment meetings.

Service Delivery and Instructional Support

- Develop and monitor special education service schedules for teachers, related service providers, and instructional assistants.
- Review schedules regularly and revise services based on new IEP determinations, transfers, withdrawals, and staffing needs.
- Support families and school personnel with questions related to special education services and procedures.
- Assist classroom teachers with understanding student IEPs and documenting receipt and implementation of IEP paperwork.
- Serve as an instructional resource for teachers to promote implementation fidelity and student progress.

Data Collection and Progress Monitoring

- Ensure data collection procedures are implemented for IEP goals and objectives.
- Monitor student progress and maintain documentation supporting instructional and service decisions.
- Ensure that IEP progress reports are completed concurrent with report cards.
- Review academic performance and collaborate with staff to address concerns for students experiencing difficulty.
- Coordinate required failure ARDs and intervention planning when appropriate.
- Maintain required service logs and compliance documentation.

Assessment and Accountability

- Collaborate with assessment staff regarding referrals, transfers, evaluations, re-evaluations, and comparable services.
- Coordinate campus implementation of state assessment accommodations and testing decisions.
- Provide testing information to campus testing coordinators and administrators.

- Monitor and support compliance with Special Education Performance Indicators (SPPI7,11,&13), including Child Find, Transition, and Preschool Outcomes requirements.
- Monitor compliance for Dyslexia Codes
- Verify PEIMS coding is aligned and accurate to services being implemented.

Records Management and Reporting

- Maintain accurate and confidential student records in accordance with district procedures.
- Ensure required documents are completed, archived, and submitted within established timelines.
- Maintain campus special education documentation and shared electronic records.
- Prepare and submit reports requested by campus and district leadership.
- Assist with end-of-year record reviews and transition planning for the upcoming school year.

Collaboration and Communication

- Build positive relationships with parents, teachers, related service providers, and administrators.
- Provide ongoing guidance and support to campus personnel regarding special education requirements.
- Provide mini professional development for campuses
- Collaborate with district subject matter experts to ensure quality programming and services.
- Promote effective communication among stakeholders to ensure continuity of services for students with disabilities.

Other Duties

- Attend district training, meetings, and professional development activities.
- Perform other duties as assigned by campus administration or Special Education leadership.

Supervisory Responsibilities:

None

Mental Demands/Physical Demands/Environmental Factors:

Tools/Equipment Used: Standard office equipment including personal computer and peripherals

Posture: Prolonged sitting; occasional bending/stooping, pushing/pulling, and twisting

Motion: Repetitive hand motions; frequent keyboarding and use of mouse; occasional reaching
Lifting: Occasional light lifting and carrying (less than 15 pounds)

Environment: May work prolonged or irregular hours

Mental Demands: Work with frequent interruptions; maintain emotional control under stress

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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 Name and date: _____

Approved by and date: _____