

GREGORY-PORTLAND INDEPENDENT SCHOOL DISTRICT

JOB DESCRIPTION

Job Title:	Dyslexia & Special Education Coordinator	Exemption Status/Test: Exempt
Reports to:	Director of Special Education	Admin/Prof Pay Grade: 104 (226 days)
Dept./School:	Special Education	Date Revised: 04/13/2022

Assist the Director of Special Education in the management and supervision of the district's Dyslexia and Special Education programs. Consult with teachers, principals, and staff regarding referrals, implementation of appraisals for eligibility, resource materials, and evaluation procedures/instruments utilized in the area of dyslexia and special education.

Qualifications:

Education/Certification:

Master's Degree
Teaching Certification with Special Education endorsement
Administrator Certification

Special Knowledge/Skills:

Understanding of all federal, state, and local requirements associated with Dyslexia and Special Education
Ability to facilitate Dyslexia and Special Education programs with teachers, principals, diagnosticians, and other personnel
Knowledge of Multi-Tiered System of Supports (MTSS) and Response to Intervention (RtI) Knowledge of dyslexia and dysgraphia procedures, assessments, curriculum and practices Strong organizational, communication, public relations and interpersonal skills
Prior supervisory experience
Bilingual, preferred

Experience:

Minimum of three years in Special Education
Minimum of three years monitoring Dyslexia Services

Major Responsibilities and Duties:

Instructional and Program Management

1. Demonstrate an understanding of needs of the Dyslexia and Special Education program through action and decisions
2. Support the instructional delivery of the district dyslexia and dysgraphia curriculum and assessment process
3. Guide campus administrators in how to support and monitor teachers in the implementation of district curriculum, instruction, and assessment in the areas of Dyslexia and Dysgraphia
4. Make recommendations to director regarding campus/ staff needs
5. Collaboratively plan, implement and evaluate TEKS-based, scientifically researched-based interventions with district staff, and provide resources and materials to teachers and department staff
6. Monitor district-wide professional development for teacher, coaches, and administrators that supports the implementation of the district Dyslexia and Dysgraphia program

7. Collaborate with staff to develop and manage Extended School Year (ESY) program
8. Support collaboration between Special Education and General Education to promote coordination for programs, and to provide the least restrictive environment, as appropriate to meet each student's individual needs
9. Attend ARD meetings when appropriate

School/ Organizational Climate

10. Maintain confidentiality of student and staff information in alignment with federal and state law, and train campus and department staff yearly to ensure compliance
11. Model positive, professional behavior
12. Demonstrate high expectations of staff
13. Demonstrate practices that promote collegiality, team work, and collaboration in decision-making among staff members
14. Use practices that promote goal-directed behavior, including implementing rewards for effective staff performance
15. Maintain appropriate communication channels with district, department, and campus staff, while being open to suggestion for improving department effectiveness
16. Utilize positive, collaborative, and effective skills in conflict resolution

School/Organization Improvement

17. Assist in the identification of needs for the Dyslexia and Special Education Department, and assist in prioritizing topics for professional development
18. Assist in facilitation of appropriate in-service activities for staff
19. Oversee the maintenance of eligibility folders, referrals, and evaluation timelines to comply with state and federal requirements
20. Assist in ensuring that department operations contribute to the attainment of district goals and objectives, and in providing FAPE to each student with special needs

Personnel Management

21. Advise and provide problem analysis and solution assistance to administrators, teachers, and evaluation personnel in an effort to ensure compliance with federal, state and local regulations, and to meet students' individual needs
22. Collaborate in developing, compiling, and updating annually department handbooks and operating guidelines

23. Assist in monitoring and reporting the extent to which Dyslexia and Special Education policies and district policies are implemented uniformly and consistently

School/ Community Relations

24. Work with parents in a fair and impartial manner, always with the understanding that the parent is interested in what is best for the child
25. Represents and interprets Special Programs to professional staff, parents, and the general public
26. Promotes communication and program development in Dyslexia and Special Education to provide a continuum of services for the students with disabilities
27. Provide training to district staff on Federal and State law and district policies and procedures
28. Facilitate parent training options and opportunities on topics related to their children and their needs

Miscellaneous

29. Oversees the appropriate referral, evaluation, identification, placement and implementation of the IEP in the least restrictive environment for children with disabilities
30. Participate in due process proceedings as needed
31. Provide appropriate professional development and resources for teachers of Dyslexia and/or Special Education Services
32. Support teachers of special populations with materials, resources, and curriculum

Professional Growth and Development

33. Takes initiative to develop personal and professional skills
34. Participates in professional development activities to maintain current knowledge of rules, regulations, and practices
35. Attends, coordinates community/professional, meetings, conferences as assigned by supervisor
36. Seeks, accepts and responds to evaluate feedback
37. Actively participates in professional organizations/ activities
38. Takes initiative to provide leadership in addressing challenges facing the profession

- 39. Conduct oneself in a professional, ethical, and responsible manner as defined in the TEA Code of Ethics for Educators
- 40. Accept administrative decisions and work enthusiastically toward achieving district/ department goals
- 41. Has regular in person attendance and complies with notification procedures for absences.

Working conditions: Mental demands/Physical demands/Environmental factors: Maintain emotional control under stress.

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.

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Reviewed by _____

Date _____

Received by _____