



La Joya Independent School District
Academics & School Leadership
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JOB DESCRIPTION

Job Title: Executive Director of Special Education & Specialized Supports **Wage/Hour Status:** Exempt

Reports to: Deputy Chief of Academic Advancement & School Performance

Dept./School: Academics and School Leadership

Initiated Date: December 2025

WHO WE ARE

La Joya Independent School District (ISD) is committed to excellence for students and our community. We have a strong, 100-year legacy in the Rio Grande Valley. The district's vision - Educational Excellence: The Right of Every Student - conveys our urgent focus on students.

Our work is rooted in five strategic plan priorities, which require collaboration and deep commitment to supporting one another as we serve the community.

1. Excellence in Leadership
2. Empowered Graduates
3. Thriving Students
4. Community Trust, Unity and Partnership
5. Operational Excellence and Financial Stability

We are focused on ensuring every student in La Joya ISD has access to a high-quality, best-fit school as we work to improve from a B-district to an A-rated district. We serve more than 22,000 students in more than 30 schools and span six municipalities, covering more than 220 square miles.

WHO WE ARE LOOKING FOR

We are seeking an executive leader that can bring transformation to special education in La Joya ISD. The leader has to be able to lead cultural and structural improvement to support achieving excellent student outcomes and improving inclusive services for students.. The ideal candidate will have demonstrated impact on student outcomes, accelerating student growth, building strong systems anchored in inclusive practices, building strong relationships with families, and creating a culture of support and excellence.

You will help ensure La Joya ISD is best-in-class for special education in the nation, leading the district through responding to a recent audit of special education. You will build new structures for quality, impact, support and responsiveness. You will have to be skilled in adaptive change management in a very fast environment.

WHY LA JOYA ISD

You will be joining a district that is building on a legacy of achievement while rapidly improving and creating systems to reach new heights for student outcomes. You will receive intentional, targeted support in your leadership journey and have access to the highest-quality, research-based resources and instructional

materials. We are also a district focused on continuous improvement and rigorous analysis of where we need to grow and learn.

QUALIFICATIONS

Education/Certification:

- Bachelor's degree required; preferred in Special Education, Educational Leadership or related field
- Master's degree preferred, in Special Education, Educational Leadership or related field
- Valid or eligible to receive Texas Special Education EC-12 Certification
- Valid Texas Mid-Management or Principal Certification preferred

Experience:

- Minimum of six year's experience:
 - at least 3 years teaching experience, preferably in Special Education
 - at least 3 years as a principal or central office leader
 - or a combination thereof adding to at least 6 years of experience

Special Knowledge and Skills

- Proven success in supporting students with special needs
- Demonstrated impact with students in special education
- Expert knowledge in interpreting and applying federal, state, and local laws, guidelines, finances, and procedures pertaining to special education
- Knowledge of transformational leadership in the area of Special Education and OSEP compliance
- Knowledge and oversight of IEPs, 504 plans, dyslexia, and other specialized supports required for students with special needs
- Proven experience to use and interpret data to inform decision-making processes that allow for intentional actions and lead to improved student/campus achievement
- Knowledge of evidence-based programs, curricular implementation, and assessment requirements in Texas public schools PK-12
- Exceptional interpersonal and communication skills (written and oral)
- Strong organizational and consultation skills
- Experience with diverse populations
- Bilingual (English/Spanish) preferred

MAJOR RESPONSIBILITIES AND DUTIES

Executive Leadership

1. Serve as a transformational leader working to create La Joya ISD as the best district for serving students with special needs
2. Participate in professional development and training to improve skills related to job assignment.
3. Foster collegiality and team building among all staff members, centrally and at campuses.
4. Provide for two-way communication with staff, students, parents, and community.
5. Demonstrate professional, ethical, and responsible behavior. Serve as a role model for all campus staff.
6. Develop and set annual performance objectives.
7. Delegate leadership responsibilities as appropriate, ensuring strong systems of monitoring, support, and feedback for campus staff.

System Leadership:

1. Create and lead an intentional strategy to ensure the overall quality of PK-12 Special Education services across the District while ensuring a Free and Appropriate Public Education to all students in the Least Restrictive Environment in alignment with IDEA
2. Promote the expectation for high-level performance from staff and students and recognize excellence and achievement.
3. Provide sustained, visionary leadership, guidance and support to the Special Education Department to increase knowledge and support of Special Education policies, procedures, and programming.
4. Determine the goals, objectives, and priorities of Special Education and Dyslexia programs
5. Provide timely, regularly scheduled updates to the Chief of Academics & School Leadership and/or their designee on compliance, progress, areas of concern, and other relevant matters, maintaining open lines of communication within the department.
6. Direct comprehensive evaluations to regularly assess the effectiveness of special education programming, services and initiatives across campuses, and make data-driven recommendations for enhancements and continuous improvement.
7. Develop campus leader capacity and support campus system-building to ensure students are and remain on a path to grade-level readiness and achievement.
8. Ensure high-quality instructional materials and resources are implemented with fidelity.
9. Oversee the scheduling, registration, and administration of college entrance exams; analyze and distribute test results as appropriate.
10. Develop and monitor instructional and administrative processes to ensure that instructional practices are aligned to evidence-based practices and implemented with fidelity.
11. Utilize campus data for corrective action leading to improvement, as well as for recognition of success.
12. Evaluate and adjust educational programs and approaches to ensure rapid student acceleration.
13. Disaggregate and interpret data in order to assist in developing appropriate next steps for campus improvement.
14. Support campus leaders in analyzing data and developing action plans to improve teaching and learning.
15. Collaborate with District staff to ensure that all PK-12 Special Education programs and supports are executed at the highest level and cross-functionally.
16. Track and monitor district outcomes in relationship to Results-Driven Accountability (RDA) and Other Specialized Populations (OSP)

Professional Learning Community (PLC's)

1. Lead, implement and support Professional Learning Communities (PLC's) that create positive relationships amongst campus teams
2. Oversee the development and implementation of responsive and evidence-informed professional development programs for educators, promoting innovative practices and leadership growth across the organization in the area of PK-12 Special Education.
3. Ensure PLCs develop and improve campus leader and team capacity.

Effective Feedback

1. Provide coaching and meaningful feedback to campus leaders and staff with the intent of improving employee performance and impact.
2. Provide instructional and programmatic feedback to teachers, administrators, and staff based on observations, walk-throughs, data analysis, and stakeholder feedback.

Culture & Climate

1. Create, cultivate and lead a culture of excellence, support, and community for all stakeholders.
2. Facilitate effective and timely resolution of conflicts.
3. Identify, analyze, and apply research findings (e.g., effective school correlates) to promote school improvement.
4. Follow all policies, practices, and procedures that create optimal learning conditions for students with special needs in alignment with IDEA.

Personnel Management

1. Lead, mentor, and supervise the assigned Special Education Department team and ensure team direction, alignment, and commitment on all district and department continuous improvement efforts.
2. Select, train, supervise and evaluate all assigned staff fairly and in alignment with proper policies and procedures.
3. Ensure accurate documentation on any and all recommendations relative to assignment, retention, discipline and dismissal.
4. Observe employee performance, record observations, and conduct evaluation conferences with staff with the lens of both support and accountability for all employees.
5. Coach staff and help them identify and develop appropriate professional growth opportunities as well as accomplish improvement goals.
6. Assess and monitor staffing needs and collaborate with relevant district team members to address recruitment, hiring, and professional development needs of Special Education staff.

School or Community Relations

1. Articulate the mission and purpose of special education to the community and solicit its support in realizing the mission.
2. Communicate with parents, families, and communities on a regular and consistent basis to ensure clear and consistent messaging to parents.
3. Demonstrate awareness of school and community needs and initiate activities to meet those needs using appropriate and effective techniques to encourage community and parent involvement.

Management of Fiscal, Administrative, and Facilities Functions

1. Ensure all employees follow proper protocols to maintain accurate records as required
2. Support campuses in completing all associated administrative duties and tasks in a timely manner
3. Compile, maintain, and file all reports, records, and other documents required including accurate and timely reports.
4. Develop budgets based upon documented Needs Assessments, estimated enrollment, personnel, and other entitlement funding streams; implement programs within budget limits; maintain fiscal control; accurately report fiscal information.
5. Provide guidance and support in the development, implementation, and oversight management of budgets equitably to support and maintain quality programs to maximize student achievement.
6. Comply with district policies, state and federal laws and regulations affecting schools.

Additional duties as assigned.

Supervisory Responsibilities

Not applicable

WORKING CONDITIONS

Physical Demands

Typical demands of an office environment, including extensive computer use and district-wide travel for meetings and events. Lifting and carrying of books, boxes, and audiovisual equipment, light (15-20 pounds), climbing, stretching, visual acuity, walking, pulling, bending, stooping, climbing stairs, reaching, pushing, sitting, kneeling, standing, and twisting, may be required to control behavior through physical restraint.

Work Environment

Primarily office-based with regular interaction with district staff, educators, students, families, and community members. Campus visits will be required as needed and as a part of ensuring program implementation with fidelity and monitoring of service delivery models. Attendance at evening or weekend events may be required. Occasional prolonged and irregular hours.

Reading, supporting instruction, demonstrating computer skills appropriate for assignment, effective communication and interpersonal skills, ability to work well with students, concentration (detailed work), interpretive skills (policy, procedure, dates), reasoning skills, understanding verbal instructions, analyzing, differentiating, memorizing, coordinating, compiling, and computing.

Mental Demands:

Work with frequent interruptions, maintain emotional control under stress.

POSITION WORKING DAYS

226 days

COMPENSATION

Based on the district’s approved compensation plan.

The above statements are intended to describe the general nature and level of work being performed by people assigned to this job. They are not intended to be an exhaustive description of all work requirements and responsibilities, and management reserves the right to revise the job description or require that other responsibilities be performed when the job changes. Additionally, the minimum level of education notated as a requirement could be supplemented by commensurate experience and/or certification(s) or license(s) as determined by the hiring manager.

Employee’s Signature: _____

Supervisor’s Name: _____

Employee’s ID: _____

Supervisor’s Signature: _____

Date: _____

Date: _____