

Job Title:	CHIEF SPECIAL PROGRAMS OFFICER
Reports to:	Superintendent of Schools
Dept. /School:	Executive Office
Wage/Hour Status:	Exempt
Date Revised:	September 21, 2026

Primary Purpose

The Chief Special Programs Officer (CSPO) is a Cabinet-level position who serves under the general direction of the Superintendent and provides executive-level strategic leadership, oversight, and compliance management for all specialized instructional services and federally and locally funded special programs. The Chief Special Programs Officer (CSPO) is responsible for the vision, direction, and strategic implementation of districtwide special programs. This position oversees the management of the district's Special Education, Bilingual/ESL, ESSA federal programs, Afterschool Centers on Education (ACE) program, Pregnancy-Related Services, and Homebound education, health services, and school counseling programs. The CSPO works collaboratively with district administrators and school principals to ensure equitable access and that all programs operate in alignment with federal, state, and local requirements. The Chief Special Programs Officer (CSPO) makes budget and staffing projections/allocations for the maximum effective use of human and financial resources in special programs.

QUALIFICATIONS

Education/Certification

Master's degree

Texas Mid-management or other appropriate Texas Principal certificate

Certified in the Texas Teacher Evaluation Support System (T-TESS)

Special Knowledge/Skills

Knowledge of federal and state laws and Section 504

Knowledge of evaluation as it pertains to eligibility determination

Strong consultation skills for conferencing with parents, school staff, administration and district counsel

Knowledge of federal and state bilingual law

Ability to communicate with all levels of special programs students and their parents

Understanding of the individuals needs of students in special programs

Ability to manage budget and personnel

Ability to coordinate district functions

Ability to organize and support district wide programs

Ability to interpret policy, procedures, and data

Strong organizational, communication, public relations, and interpersonal skills

Experience

Five years leadership experience in school administration Elementary and Secondary Principal experience, preferred

MAJOR RESPONSIBILITIES AND DUTIES

Program Management

1. Systematically and continuously monitor instructional and managerial processes to ensure that program activities are related to program outcomes; use findings for corrective action and improvement, as well as for recognition of success.
2. Applies the findings of research and district student achievement results to improve the content, sequence and outcomes of all special programs.
3. Work with district administrators, supervisors, and teachers to establish effective special programs.
4. Work with district administrators, directors and teachers to implement and evaluate curriculum used by special programs on a systematic basis to meet students' needs.
5. Oversee the implementation of special education services and curriculum in compliance with IDEA and state regulations.

6. Provide instructional resources and materials to support teaching staff in accomplishing special program instructional goals.
7. Evaluate and recommend improvement in the purpose design and implementation of special programs as well as related services and other support programs related to the mission of each department and the district.
8. Promote the integration of program for identified students with disabilities in the least restrictive environment.
9. Monitor ARD/IEP processes, timelines, and documentation for all student in the special education program.
10. Through campus visitations and observation, assist principals in monitoring instruction to ensure effective implementation of state policy, including the English Language Proficiency Standards (ELPS) in support of relevant and rigorous instruction in Bilingual/ESL programs.
11. Ensure the implementation of procedures and the coordination of a process to identify bilingual students at all grade levels district-wide, including review of student data and testing of students.
12. Provide assistance to all bilingual and ESL staff in disaggregating and analyzing test data to improve instructional programs.
13. Coordinate procedures for student placement, monitoring of student achievement, and exiting the bilingual education program.
14. Ensure the development and arrangement of staff development, to include appropriate instructional strategies, enriched learning in classroom settings, and methods for identifying bilingual students.
15. Ensure the auditing of bilingual /ESL program records for accuracy and compliance.
16. Ensure the development of parent engagement, resources and training activities to assist with the academic success of Title I and Bilingual/ESL students.
17. Ensure the coordination of summer programs and summer school for special programs.
18. Conference regularly with supervised staff, jointly develops instructional plans and supports individual professional development activities, as appropriate.
19. Provide leadership as a member of a collaborative team to ensure that special program initiatives are aligned with District priorities.
20. Cooperatively develop long and short range objectives and goals for all special programs in the district.
21. Inform superintendent of developments in state, federal, and local laws and changes in public policy affecting special programs, health services, and counseling.

School/Organizational Climate

22. Assess department/district climate and uses the data to develop improvement plans collaboratively with district administrators, teachers and parents improve the organizational climate within IDEA, ESSA programs, ACE program, Pregnancy-Related Services, and Homebound education.
23. Work cooperatively with school administration to obtain and use evaluative findings to gauge program effectiveness for the ACE program.
24. Oversee the evaluation processes and improvement recommendations related to the purpose, design, instructional materials, and implementation of ACE, Pregnancy-Related Services, and Homebound education.
25. Oversee the implementation of policies established by federal and state law, State Board of Education rule, and local board policy for IDEA, ESSA, ACE, Pregnancy-Related Services, and Homebound education.
26. Demonstrates, communicates and promotes high expectations of staff and student performance in a supportive manner providing recognition of excellence and achievement.

27. Promotes collegiality, teamwork, and participatory decision making among Special Programs staff members.
28. Communicates effectively with staff, students, parents and community about the goals, expectations and initiatives of Special Programs Departments.
29. Demonstrates skill in mediating and facilitating the effective resolution of conflicts with administrators, parents, teachers, staff and/or the community in a manner that conveys equality and mutual respect promptly.
30. Responds appropriately to situations that could impair the teaching/learning process or could threaten safety and the well-being of students and staff (i.e. guidelines, policies, and laws).
31. Facilitate communication and collaboration among campus administrators and district departmental leaders to enhance service delivery, program development and customer satisfaction, specifically around special programs.
32. Sets a clear mission for special programs and actively involves staff in planning and decision making in order to accomplish the mission.
33. Establish a continuous focus on student growth and learning with established timelines for meeting performance objectives.

School Improvement

34. Assist the Superintendent in developing, implementing, and evaluative practices and procedures designed to improve special program effectiveness and productivity.
35. Works cooperatively with others in developing the mission and articulating a vision for special programs.
36. Systematically monitors school improvement activities or program activities as they pertain to special programs (Bilingual/ESL, IDEA, ESSA, ACE, Pregnancy Related Services, and Homebound education) to improve student outcomes.
37. Develop, maintain and use information systems and records necessary to show progress on performance objectives that address the Texas Academic Performance Report (TAPR) indicators.
38. Uses evaluative findings and disaggregated data to determine the extent to which goals and objectives are met.
39. Demonstrates appropriate use of student achievement data in interpreting, reporting, and acting on results.
40. Actively supports the efforts of others to achieve district goals and objectives.
41. Works closely with campus principals to ensure special programs goals are embedded in campus improvement plans.
42. Secures consultants, specialists, and other community resources to assist in attaining objectives.
43. Coordinate long-range planning efforts in collaboration with the Superintendent.

Personnel Management

44. Assists with recruitment, selection, orientation and assignment of district employees in special program areas.
45. Demonstrates skill observing instruction, recording observations, conducting formative and summative evaluation conferences.
46. Provides professional development to principal, teachers, and/or staff concerning special programs, and encourages improved overall performance.
47. Provides instructional resources and curriculum materials to teachers within the limits of available resources and grant funds.
48. Uses the mission of the school district, program evaluation outcomes, input from teachers and others to provide effective staff development.

Administration and Fiscal/Facilities Management

- 49. Defines the program and fiscal needs in the budget development process for special programs, ensuring that fiscal resources address the mission of the district and state/federal guidelines.
- 50. Monitors the Special Programs expenditures to ensure compliance with regulations and guidelines.
- 51. Ensures that district policies, procedures, and regulations are followed.
- 52. Demonstrates responsible fiscal control over assigned program budgets.
- 53. Provides necessary reports and documentation for special programs in a timely manner.
- 54. Ensures that programs are cost effective and are managed wisely.
- 55. Compile budget and cost estimates based on documented program needs.
- 56. Serve as the administrative liaison between the district and the Texas Education Agency as it relates to his/her department.
- 57. Prepare and present reports requested to the school board during monthly school board meetings.

Supervisory Responsibilities

- 58. Oversee the management of the district’s Special Education, Bilingual/ESL, ESSA Federal Programs, Pregnancy Related Services, and Homebound education programs, school health services, and school counseling programs.
- 59. Recruit, train and supervise department staff and make sound recommendations relative to personnel placement, assignment, retention, discipline, and termination. Ensure that department operations contribute to the attainment of district goals and objectives.
- 60. Supervise and evaluate the performance of the Special Education Director, Bilingual/ESL Director, ACE Director, School Psychologist Coordinator, Special Population Administrator, Speech Language Pathologist Coordinator, Educational Diagnostician, Accounting Assistant (Special Education), and the Health Services Coordinator.

Other

- 61. Perform other duties assigned by Superintendent.
- 62. Maintain confidentiality of information.

WORKING CONDITIONS

Mental Demands/ Physical Demands/Environmental Factors

Maintain emotional control under stress. Frequent district and statewide travel; frequent prolonged and irregular hours.

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.

Reviewed by: _____ **Date:** _____

Approved by: _____ **Date:** _____