

DYSLEXIA TEACHER

Job-Type:	Full time	Fund: 420
Reports to:	Campus Principal, Executive Director of Special Programs	
Wage/Hour Status:	Exempt	
Duty Days Assigned:	187	

Job Goal:

Facilitates special program and support services that assists students with dyslexia in meeting special program educational goals.

Qualifications:

Education/Certification:

- Valid Texas Teaching Certificate required
- Three years teaching experience in special education
- Master's degree preferred

Skill Requirements:

- Knowledge of the procedures and laws for the dyslexia programs.
- Ability to read, analyze, and interpret common educational, federal, state, and local laws, technical journals, financial reports, and legal documents.
- Strong written and verbal communication skills.
- Ability to respond to common inquiries or complaints from parents, students, regulatory agencies, or members of the community.
- Ability to effectively present information to administrators, faculty, parents, students, public groups, and/or board of trustees.
- Ability to add, subtract, multiply, and divide in all units of measure, using whole numbers, common fractions, and decimals.
- Ability to compute rate, ratio, and percent and to draw and interpret bar graphs.
- Ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists.
- Ability to interpret a variety of instructions furnished in written, oral, diagram, or schedule form.
- Ability to implement policy and procedures
- Ability to interpret data
- Strong organizational, communication, and interpersonal skills

Performance Responsibilities:

- Coordinates special program services and supports on the campus.
- Schedules special program meetings (i.e., dyslexia) to include notifying parents of the meeting, distributing the dyslexia calendar to appropriate committee members; and notifying all appropriate school personnel of dyslexia meetings and or schedule changes in a timely fashion.
- Counsels with parents whose children are in special program services and supports.
- Assists with issues related to special programs, such as Special Education, Bilingual/ESL, At-Risk, 504, Dyslexia tracking, the behavior management program, etc.

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- Conducts all required components of the annual special program review meetings (i.e., dyslexia) for the campus and keeps necessary records of training.
- Completes applicable dyslexia supplements with accompanying data collected by campus staff.
- Cooperates with general/special education assessment personnel in the evaluation of student progress and the compilation of data to be presented at academic meetings.
- Responds to issues/complaints of students, parents, district staff, and others in a constructive manner.
- Ensures that local, state, and federal requirements and timelines are met with respect to functions of special programs.
- Monitors paperwork completed by campus personnel regarding students in special programs; completes and turns in paperwork to official audit file within 72 hours of the special program meeting; turns in PEIMS information to campus registrar within 48 hours of the special program meeting.
- Maintains current state assessment test lists; referral lists, and referrals for related services evaluation; maintains communication among assessment, service providers, and related services personnel.
- Ensures compliance of end of year procedures for folder exchanges, summer testing, etc.
- Coordinates/collaborates with general education personnel to provide opportunities for student success.
- Direct and manage special education programs and services to meet students' needs.
- Demonstrates understanding of the teacher appraisal process
- Establish and maintain open lines of communication by conducting conferences with parents, students, and teachers concerning vital issues.
- Recommend sound policies to improve program.
- Implement the policies established by federal and state law, State Board of Education rule, and local board policy in area of special education.
- Maintain confidentiality.
- Perform other duties assigned by supervisor.

Physical Effort and Work Environment:

- Standard office equipment including personal computer and peripherals.
- Frequent sitting and standing; occasional bending/stooping, pushing /pulling, and twisting
- Repetitive hand motions; frequent keyboarding and use of mouse; occasional reaching
- Occasional light lifting and carrying (less than 15 pounds); occasional physical restraint of students to control behavior
- May work prolonged or irregular hours; work inside and outside (exposure to sun, heat, cold, and inclement weather), exposure to noise; occasional districtwide and statewide travel
- Work with frequent interruptions; maintain emotional control under stress
- This position may involve rare exposure to blood or body fluids.
- Regular attendance is required for this position.

Benefits:

- Salary (district salary schedule plus stipends for extra duties)
- Health Insurance, including major medical, dental, vision, and life.
- TRS retirement pension benefits

Additional Information:

This job description is not an employment agreement or contract. Priority Charter Schools has the exclusive right to alter this job description at any time without notice.

This position is exempt from the Fair Labor Standards Act (FLSA). The faculty hours are 7:30 a.m. to 4:00 p.m., however, the teacher from time to time may work an extended schedule, including weekends and evenings according to demands of the role and tasks.

In accordance with applicable laws and Priority Charter Schools policies, no person shall be excluded from consideration for recruitment, selection, appointment, training, promotion, retention or any other personnel action, or be denied any benefits or participation in any educational programs or activities which it operates on the grounds of race, religion, color, national origin, sex, disability, age or veteran status (except where age, sex, or disability constitutes a bona fide occupational qualification necessary to proper and efficient administration).

All new employees must present proof of identity and eligibility to work in the United States.

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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Accepted by: _____

Date: _____

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