Irvine Unified School District

COORDINATOR II, AUTISM SERVICES

Definition
Under the Direction of the Executive Director of Special Education, the Coordinator of Autism Services is responsible for the development and implementation of educational programs for students with Autism.

Essential Duties and Responsibilities include the following. Other duties may be assigned.

- Serves as program coordinator for special education autism programs including program planning, training, implementation and evaluation.
- Develop, implement and maintain student data collection and progress monitoring system for students with autism.
- Facilitate, assesses, monitors and supervises in home and school-based Applied Behavior Analysis programs.
- Assists in assessing students, planning, developing, coordinating and implementing programs and service delivery options to meet the unique needs of students with autism.
- Work closely with staff to coordinate, manage, assess needs, and determine student assignment in regards to special education autism programs.
- Trains and supervises the performances of assigned classified and certificated staff.
- Provides ongoing training to autism support staff and other designated personnel in Applied Behavior Analysis and various methodologies.
- Facilitates parent training on information regarding autism and strategies for skill generalization into the home and community.
- Oversees the supervision, assignment and scheduling Supervises the assignment and scheduling of aides/tutors for each student and program.
- Meets regularly with program and school site staff to ensure program quality and compliance.
- Informs staff of current trends/research in Autism Spectrum and Related Disorders.
- Supervises the maintenance of a variety of records, logs and files and coordinates data collection to monitor student progress.
- Takes necessary steps to ensure District compliance with laws, education codes, rules and regulations.
- Monitors budget and program plans for compliance with state and federal regulations.

CREDENTIAL: Administrative Credential is required. Certification as a teacher of the moderate to severe, severely handicapped or Speech and Language Impaired, School Psychologist, or Pupil Personnel Services.

QUALIFICATION REQUIREMENTS

- To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

KNOWLEDGE AND ABILITIES

- Comprehensive knowledge of applicable state and federal laws, regulations, and compliance requirements governing special education programs in California.
- Ability to communicate orally and in writing sufficient to express ideas, thoughts, and instructions clearly to clients, community, and staff.
- Ability to collaborate with other agencies in planning and implementing effective special education programs, including staff and parent training, within established budget constraints.
- Ability to analyze complex situations and prepare response alternatives for consideration by decision-making groups.
- Knowledge of State funding allocation methods.
- Principles of behavioral management and curriculum development appropriate for children with autism.

EDUCATION AND/OR EXPERIENCES

- Three years special education experience working with students with autism in a home and/or classroom environment.
- Demonstrated experience implementing Applied Behavior Analysis programs.
- A Master's degree from an accredited college or university.

- Valid California teaching or other related Services credential.
- California Administrative Services or other related Services credential.
- Possession of a valid California driver's license.

PHYSICAL DEMANDS

- The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.
- While performing the duties of this job, the employee is regularly required to sit and talk or hear. The employee is occasionally required to walk.
- Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.

WORK ENVIRONMENT

- The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.
- The noise level in the work environment is usually moderate.

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