



## PERSONNEL COMMISSION

**Class Code: 5036**  
**Salary Range: 42 (M2)**

### COORDINATOR - AUTISM SERVICES

#### JOB SUMMARY

Under administrative direction, plan, develop and coordinate programs and service delivery options to meet the needs of students diagnosed with Autism; assure compliance with applicable laws, codes, rules and regulations; train and evaluate the performance of assigned staff; perform related duties as assigned.

#### EXAMPLES OF DUTIES

*The classification specification does not describe all duties performed by all incumbents within the class. This summary provides examples of typical tasks performed in this classification.*

- Plan, develop and coordinate programs and service delivery options to meet the needs of students diagnosed with Autism; assure compliance with applicable laws, codes, rules and regulations. **E**
- Develop and implement transition programs to move students from in-home Applied Behavioral Analysis (ABA) programs to school-based services. **E**
- Train and evaluate the performance of assigned classified program staff; interview and select employees and recommend transfers, reassignment, termination and disciplinary actions. **E**
- Plan, organize and implement long and short-term programs and activities designed to develop assigned programs and services; consult with administrators, teachers, parents and other staff concerning the needs and programs for students with Autism. **E**
- Confer with the Harbor Regional Center and other outside agencies to coordinate and provide appropriate transition processing for students with Autism into the District. **E**
- Develop contracts with alternative service providers and outside agencies for students requiring ABA programs until transition into District programs. **E**
- Collaborate with preschool assessment teams in conducting behavioral evaluations as components of transdisciplinary assessments for preschool students. **E**
- Participate in Individual Education Program (IEP) team meetings for students requiring behavioral intervention; provide input and recommendations to the IEP team related to ABA services; monitor the IEP process to assure compliance with applicable laws, codes, rules and regulations. **E**
- Provide technical expertise, information and assistance to District administration regarding assigned functions; assist in the formulation and development of policies,

procedures and programs; advise administration of unusual trends or problems and recommend appropriate corrective action. ***E***

- Prepare and direct the maintenance of a variety of narrative and statistical reports, records and files related to assigned activities and personnel; maintain confidentiality of sensitive and privileged information; review daily data and student case records. ***E***
- Implement procedures, coordinate reviews and monitor reporting forms and reports to assure compliance with applicable laws, codes, rules and regulations. ***E***
- Provide consultation related to Autism services as requested to school psychologists, teachers and parents through an established referral system; drive a vehicle to conduct home, classroom and community visits as necessary. ***E***
- Confer with special education classroom teachers to coordinate appropriate teaching materials and classroom environments for students diagnosed with Autism. ***E***
- Develop and monitor program activities and assure compliance with applicable laws, codes, rules and regulations; develop parent-training programs related to Autism service delivery. ***E***
- Assist in developing and monitoring assigned program budgets; analyze and review budgetary and financial data; authorize expenditures in accordance with established limitations. ***E***
- Operate a variety of office equipment including a computer and assigned software. ***E***
- Review existing and pending legislation and District policies related to Autism programs; recommend origination, modification or support of legislation or District policies. ***E***
- Attend and represent the District at a variety of meetings, workshops and conferences related to assigned activities including the Southern California Autism Training Collaborative (SCATC); prepare and deliver oral presentations as requested. ***E***

*Note: At the end of some of the duty statements there is an italicized "E" which identifies essential duties required of the classification. This is strictly for use in compliance with the Americans with Disabilities Act.*

### **DISTINGUISHING CHARACTERISTICS**

An Autism Coordinator will plan, develop and coordinate the District's Autism programs and related services. Incumbents in this classification will supervise the work of classified staff involved in providing these services and coordinate program efforts and activities with teachers on special assignment.

### **EMPLOYMENT STANDARDS**

#### **Knowledge of:**

District organization, operations, policies and objectives.

Policies and objectives of assigned program and activities.  
Special needs and requirements of students with autism.  
Child guidance principles and practices related to children with special education and autistic needs.  
Applied Behavior Analysis methods.  
Report preparation techniques.  
Principles and practices of administration, training and supervision.  
Applicable laws, codes, rules and regulations.  
Interpersonal skills using tact, patience and courtesy.  
Budget preparation and control.  
Oral and written communication skills.  
Public speaking techniques.

**Ability to:**

Plan, develop and coordinate programs and service delivery options to meet the needs of students diagnosed with Autism.  
Provide leadership and direction to Autism programs and activities.  
Train and evaluate the performance of assigned classified staff.  
Interpret, apply, explain and maintain current knowledge of applicable laws, codes, rules and regulations related to assigned activities.  
Communicate effectively both orally and in writing.  
Analyze situations accurately and adopt an effective course of action.  
Plan and organize work.  
Work independently with little direction.  
Prepare and present oral presentations.  
Prepare comprehensive narrative and statistical reports.  
Direct the maintenance of a variety of reports and files related to assigned activities.

**Education and Training:**

Bachelor's degree in Applied Behavioral Analysis, psychology, special education or a closely related field. A Master's degree in one of these fields is desirable.

**Experience:**

Three years of special education experience including working with students with autism in a home or classroom environment.

Any other combination of training and experience that could likely provide the desired skills, knowledge or abilities may be considered, however, experience cannot substitute for more than two years of the required minimum education in order to meet the requirements of the No Child Left Behind Act.

**SPECIAL REQUIREMENTS**

Positions in this classification require the use of a personal automobile, the possession of a valid California Class C Driver's license and proof of current and appropriate auto insurance coverage at the time of appointment.

**WORKING ENVIRONMENT**

Office, student homes, classrooms and various community sites.  
Driving a vehicle to conduct work.

**PHYSICAL DEMANDS**

Hearing and speaking to exchange information and make oral presentations.  
Dexterity of hands and fingers to operate a computer keyboard.  
Sitting for extended periods of time.  
Seeing to read a variety of materials.

*AMERICANS WITH DISABILITIES ACT*

Persons with certain disabilities may be capable of performing the essential duties of this class with or without reasonable accommodation, depending on the nature of the disability.

**APPOINTMENT**

In accordance with Education Code Section 45301, an employee appointed to this class must serve a probationary period of one year during which time an employee must demonstrate at least an overall satisfactory performance. Failure to do so shall result in the employee's termination.