

SEDALIA SCHOOL DISTRICT #200

Job Title: Special Education Autism Consultant/Instructional Coach Intense Needs

Job Overview

- Certified Staff Salary Schedule with an extra duty stipend
- Employed for a period of 185 days as set in the annual calendar and under the direction of the Assistant Superintendent/Director of Special Services/Process Coordinator
- Reviewed annually with recommendation for re-employment by April 15
- Reports to Assistant Superintendent/Director of Special Services

Qualifications

- Special Education Certification in at least one area by the State of Missouri
- Three or more years of classroom teaching in a special education autism spectrum classroom or intense needs classroom
- Understanding of the role of autism/intense needs education and the public school's relationship to the community and the people served
- Knowledge of the special education process requirements
- Skilled as a teacher, team member, supervisor, and consultant to teachers and other personnel for the education of students with disabilities
- Capacity to make thoughtful decisions based on facts, knowledge, and insight, and the courage to stand by the results
- Ability to communicate effectively with individuals, small and large groups, by correspondence or oral expression
- Ability to organize and plan effectively
- Possess an ethical and professional attitude toward colleagues and the policies of the district

Other Working Conditions

- Employed in March with contract effective July 1
- Vacations, leave policies, and fringe benefits as stated in Board policies
- Spend the necessary time required to fulfill the duties of the position
- Be a member and participant in the activities of professional organizations vital to the development of professional excellence
- Opportunity to continue professional preparation with the prior approval of Administration
- Opportunity to attend professional meetings at district expense
- Work cooperatively with administration and staff throughout the district

Responsibilities and Duties

- Possess a thorough understanding of, and an ability to relate to, youth
- Capacity to accept criticism calmly and with dignity, and without adopting a defensive attitude
- Work closely with each building's special education process coordinator to complete observations of students when needed
- Attend initial IEP meetings or as needed upon process coordinator request
- Assist the building administrators by:
- Assist in the building orientation of new special education teachers and paraprofessionals working in classrooms that serve students on the autism spectrum/intense needs and aid with the special education process

- Conduct building level in-service for certified and non-certified staff working in classrooms serving students on the autism spectrum/intense needs
- Work with individual special education staff to aid with program/instructional improvement
- Assist special education personnel with individual student program needs (assistive devices, transportation, parent and agency contact)
- Assist the Process Coordinator by:
- Assist building personnel in providing input that each student with special needs is correctly placed with the proper amount of services
- Maintain written documentation of parent contact and development of issues related to selected students
- Ensure that special education teachers that you have involvement with follow proper procedures
- Ensure that changes in student needs are procedurally documented and that legal procedures are followed
- Work with parochial, private, and home-schooled students suspected of having a disability
- Act as a liaison between special education teachers, regular education teachers, building administrators, special education process coordinators, and the Director of Special Services
- Monitor/consult with school health nurse regarding health- related issues reflecting student achievement
- Provide outreach, referral, & assistance to MoHealthNet eligible & potentially eligible children and their families
- Assist if needed in the transition of special education students from one building level to the next
- Be willing if needed to contact outside agencies such as Division of Family Services (DFS), Department of Mental Health (DMH), Children’s Therapy Center (CTC), and other private/public agencies that work with special education students on the autism spectrum
- Assist special education teachers in autism/intense needs classrooms in maintaining parent contact to discuss and clarify problems, promote parenting techniques, and provide information on outside agencies
- Assist the implementation of related services, and integration for students on the autism spectrum/intense needs by arranging meetings to develop IEP objectives and review student progress
- Perform continuous duties including, but not limited to:
- Review information relating to current trends and issues
- Assist with the transition of Pettis County Early Childhood Coop students into the school age programs if called upon
- Follow up on calls received from parents
- Plan as needed in-service meetings with staff
- Assist with arranging student transportation if needed
- Provide information to teachers and administrators regarding students
- Attend parent conferences if requested by process coordinator
- Attend regular and special meetings as required by the administration
- Work cooperatively with the directors, process coordinators, and administrators in the supervision and coordination of the respective programs
- Perform such other tasks and assume such other responsibilities as may from time to time be assigned by the administration

DISCLAIMER

- This job description has been designed to indicate the general nature and level of work performed by employees within this classification. It is not designed to contain or be interpreted as a comprehensive inventory of all duties, responsibilities, and qualifications required of employees to this job. Other duties will be required to be performed as assigned by district administration.