



POSITION GUIDE

POSITION TITLE: Autistic Support Program Coach

FLSA:

DEPARTMENT: Pupil Services

Zone:

LOCATION: District Wide

Date: June 18, 2026

REPORTS TO: Building Administrators/Director of Special Education and Gifted Education

SUMMARY OF PURPOSE

The Autistic Support Program Coach provides non-evaluative leadership, coaching, and technical assistance to Autistic Support classrooms and staff across grades K–12 to ensure high-quality, evidence-based programming for students with autism spectrum disorder. The coach supports the development, implementation, and continuous improvement of instructional, behavioral, communication, social-emotional, and functional programming while promoting consistency across district programs. This position collaborates with administrators, pupil services consultants, teachers, related service providers, families, and outside agencies to build staff capacity, support student success, ensure compliance with special education requirements, and advance district-wide program development initiatives.

ESSENTIAL FUNCTIONS

1. Support the development, implementation, evaluation, and continuous improvement of K–12 Autistic Support programs (itinerant, supplemental and full-time) across the district.
2. Promote consistency in program standards, evidence-based practices, instructional delivery, classroom structure, and service models across Autistic Support classrooms.
3. Provide job-embedded coaching, consultation, mentoring, and professional learning opportunities for teachers, paraprofessionals, and related service providers to build capacity and ensure implementation fidelity.
4. Support the onboarding, training, and ongoing development of staff working within Autistic Support programs.
5. Research, recommend, and support the implementation of evidence-based instructional practices, curricula, assistive technologies, and program resources for students with autism.
6. Assist staff in designing and maintaining structured learning environments that promote student engagement, communication, self-regulation, independence, and successful transitions throughout the school day.
7. Support classroom teams in the development and implementation of visual supports, schedules, work systems, sensory supports, reinforcement systems, and other evidence-based practices for students with autism.
8. Collaborate with staff to develop, implement, and monitor individualized instructional programming aligned with IEP goals, Pennsylvania academic standards, and student transition needs.
9. Support the implementation of evidence-based instructional practices addressing academic, communication, social-emotional, adaptive, executive functioning, and life skills development.
10. Provide consultation and coaching regarding positive behavior support, behavioral assessment, behavior support plan development, and the implementation of proactive behavioral interventions.
11. Collaborate with administrators, school psychologists, behavior specialists, and related service providers to address complex student needs and promote positive student outcomes.
12. Support the development and implementation of systems for data collection, progress monitoring, program evaluation, and data-based decision making.
13. Assist staff in analyzing instructional and behavioral data to evaluate student progress, intervention

effectiveness, and program outcomes.

14. Participate in IEP meetings, periodically when necessary, and provide consultation regarding instructional, behavioral, communication, and transition programming.
15. Collaborate with families, community agencies, and outside service providers to support student success and continuity of services.
16. Support compliance with IDEA, Chapter 14 regulations, PDE guidance, district procedures, and the implementation of IEPs, Positive Behavior Support Plans, and other required documentation.
17. Assist administrators in evaluating program effectiveness, identifying resource needs, and making recommendations regarding materials, technology, staffing, and program enhancements.
18. Support district initiatives related to inclusion, student independence, transition planning, and post-secondary outcomes.
19. Maintain current knowledge of autism research, evidence-based practices, special education regulations, and emerging trends in the field.
20. Perform other duties related to the development and effectiveness of district Autistic Support programs as assigned by building administration and the Director of Special Education or designee.

CONESTOGA VALLEY SCHOOL DISTRICT

POSITION TITLE: Autistic Support Program Coach

MARGINAL FUNCTIONS

- Participate in district and professional committees.
- Attend professional development and maintain current knowledge of best practices.
- Assist with the development of training materials and program resources.
- Support the review and selection of instructional materials and technologies.
- Assist with special projects, program evaluations, and grant-related activities.
- Support district outreach and awareness initiatives related to autism and inclusive practices.

SCOPE AND IMPACT

This position involves a wide scope of responsibility in varying degrees of complexity. Internal contacts include teachers, administrators, related service providers, psychologists, consultants, and students. External contacts include parents, agency representatives, and other community members.

MINIMUM REQUIREMENTS

- *PA Instructional Certificate in special education.*
- *Minimum 5 years teaching experience within special education, specifically with students with autism.*
- *Knowledge of federal and state regulations including IDEA and PA Code, Chapter 14*
- *Desired: masters in special education and professional development experience.*

SPECIAL SKILLS

- *Desired: CPI (Crisis Prevention Institute) training*

DEPARTMENT/ORGANIZATION

- Pupil Services, Conestoga Valley School District

PHYSICAL/SENSORY/COGNITIVE/WORK ENVIRONMENT

- Physical Demands:
 - *Sitting for extended periods of time.*
 - *Standing and walking for moderate periods of time.*
 - *Travel between buildings.*
 - *Occasional bending, stooping, twisting, reaching and grasping.*
 - *Use of hands and fingers to use technology.*
 - *Light lifting of up to 20 pounds.*
- Sensory Abilities:
 - *Visual acuity to read correspondence and computer screens.*
 - *Auditory acuity to be able to use telephone and interview*
 - *Ability to speak clearly and distinctly.*
- Temperament:
 - *Ability to work as a member of a team.*
 - *Must be courteous and able to deal effectively with people.*
 - *Must be cooperative, congenial, and service oriented.*
 - *Ability to be flexible to deal with changing priorities.*
 - *Ability to remain calm and objective with competing priorities.*
 - *Empathetic understanding of various needs and beliefs.*
 - *Must be organized, dependable, and focused.*
- Cognitive Ability:
 - *Ability to interpret detailed written and verbal communications.*
 - *Ability to function in fast-paced and high-pressure work setting.*
- Work Environment:
 - *Primarily office and school setting.*
 - *Extensive movement outside the office setting.*
 - *Moderate driving time.*
 - *Ability to work with limited supervision in an environment with frequent interruptions and changes.*

CONESTOGA VALLEY SCHOOL DISTRICT

POSITION TITLE: ADMINISTRATIVE ASSISTANT FOR DISTRICT OFFICE

Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions of this position.

The above description covers the most significant essential and marginal functions but does not exclude other occasional responsibilities and accountabilities the inclusion of which would be in conformity with the major purpose of this job.