



## Process Coordinator

**FLSA Status:**

Exempt

**Qualifications:**

Master's Degree  
Desire to continue career improvement by enhancing skills and job performance

**Certification and Licenses:**

Certification in one of the following:  
Special Education, School Psychological Examiner, Guidance Counselor or School Psychologist

**Clearances:**

Criminal Justice  
Fingerprint/Background  
Clearance

**Salary Schedule:**

Certified

**Experience:**

Experience in public school setting preferred

**Reports to**

Executive Director of Pupil Services

**Terms of Employment**

Teacher contract days with additional extended days as determined by the Board of Education with benefits according to Board policy.

**Purpose Statement**

Ensures appropriate identification and placement of students with disabilities; measuring and interpreting the intellectual, adaptive, academic, social and emotional development of children; interpreting results of psychological and educational assessments; interpreting and applying state and federal codes; and developing strategies and interventions to address the education needs of students.

**Essential Job Functions**

- Abides by Missouri statutes, school board policies and regulations
- Upholds school rules and administrative regulations.
- Participates in faculty, grade level and subject area committees and sponsorship of pupil activities.
- Assists in the development and implementation of a framework responding to students in need of intervention or enrichment.
- Gives healthy and effective alternatives to teachers, parents, and administrators about problems in learning and behavior using a positive behavioral support framework.
- Strengthens working relationships between educators, parents, and community services.
- Uses a wide variety of techniques to evaluate academic skills, learning aptitudes, personality and emotional development, social skills, learning environments, and eligibility for special services.
- Conducts Functional Behavioral Assessments (FBAs) to assist in the development of behavioral intervention plans in a positive context.
- Works face to face with students a families to resolve problems with learning and adjustment, and to provide psychological counseling, social skills training, behavior modification, functional analysis, and crisis response.

- Identifies potential learning difficulties and consult to provide effective alternative approaches.
- Designs programs for children at risk of failure.
- Provides parent and teachers with skills to cope with disruptive behavior.
- Helps foster tolerance, understanding, and appreciation of diversity in the school and community. Develops programs on topics such as teaching and learning strategies, classroom management techniques, working with students who have disabilities of unusual talents, substance abuse, and crisis management.
- Manages student eligibility evaluations and re-evaluations.
- Initiates communication with parents of students with and without disabilities on a regular basis.
- Uses technology effective to implement instruction and to manage documentation requirements.
- Consistent and regular attendance is an essential function of this position.

### **Other Job Functions**

- Maintains accurate, complete, and correct records as required by law, district policy, and administrative regulation.
- Supports district/school decisions in a positive manner with the public, other staff, etc.
- Maintains professional competence through in-service education activities provided by the district and self-selected professional growth activities.
- Demonstrates professionalism and appropriate judgment in behavior, speech, dress, and appropriate professional manner for the work setting.
- Reads, analyzes and interprets professional journals, state data, state standards, Board policy, administrative procedures and forms, and governmental regulations and guidance.
- Maintains strict confidentiality.
- Adheres to good safety practices.
- Adheres to all district rules, regulations, and policies.
- All other duties as required or assigned.
- Ability to work to implement the vision and mission of the district.

### **Skills, Knowledge and Abilities**

SKILLS are required to perform multiple, highly complex technical tasks with a need to occasionally upgrade skills in order to meet changing job conditions. Specific skill based competencies required to satisfactorily perform the functions of the job include: data-based decision making and accountability; interpersonal collaboration; effective use of cognitive behavioral intervention strategies; crisis intervention; applying assessment instruments; operating standard office equipment including pertinent computer software; and preparing and maintaining accurate records.

KNOWLEDGE is required to perform advanced math; review and interpret highly technical information, write technical materials, and/or speak persuasively to implement desired actions; and analyze situations to define issues and draw conclusions. Specific knowledge based competencies required to satisfactorily perform the functions of the job include: psychology and educational principles; special education identification process and procedures outlined in the Missouri State Plan; ethical guidelines; familiarity with mental health diagnostic criteria; and pertinent codes, policies, regulations and/or laws.

ABILITY is required to schedule a number of activities, meetings, and/or events; routinely gather, collate, and/or classify data; and use job-related equipment. Flexibility is required to independently work with others in a wide variety of circumstances; analyze data utilizing defined but different processes; and operate equipment using standardized methods. Ability is also required to work with a significant diversity of individuals and/or groups; work with data of widely varied types and/or purposes; and utilize job-related equipment. Independent problem solving is required to analyze issues and create action plans. Problem solving with data frequently requires analysis based on organizational objectives; and problem solving with equipment is moderate. Specific ability based competencies required to satisfactorily perform the functions of the job include: adapting to changing work priorities; building collaborative relationships; communicating with diverse groups; maintaining confidentiality; meeting deadlines and schedules; working as part of a team; working with detailed information/data; and maintaining effective work relationships.

### **Physical Demands**

The usual and customary methods of performing the job's functions require the following physical demands: some lifting, carrying, pushing and/or pulling, some stooping, kneeling, crouching, and/or crawling and significant fine finger dexterity. Generally the job requires 60% sitting, 20% walking, and 20% standing.

## **Conditions and Environment**

The job is performed under conditions with exposure to risk of injury and/or illness. The noise level could be occasionally loud.