

## **Killeen Independent School District Job Description**

**Job Title:** Coordinator for Special Education Transition Services  
**Reports To:** Director for Special Education  
**FLSA Status:** Exempt

### **SUMMARY**

To coordinate transition activities within a team comprised of the student, parent/guardian, educators, and service providers, to ensure that transition activities and services are addressed and implemented for each eligible student.

**ESSENTIAL DUTIES AND RESPONSIBILITIES** include the following:

Work to equally attend to both areas of transitions needs; Early Childhood and Post-Secondary.

Collaborates with campuses or private agencies on transition programming for students who are eligible for special education services.

Collaborate with IEP teams to write meaningful transition plans, determine Early Childhood, post-secondary goals and transition services, and/or serve as a resource to special education case managers.

Be familiar with the Individuals with Disabilities Education Act (IDEA).

Be familiar with Federal and State Regulations.

Work closely with guidance department on early childhood and post-secondary options.

Works closely with administrators, teachers, and guidance or High School counselors to facilitate transition programming.

Networks with all appropriate community agencies and organizations.

Recruits providers to participate in Early Childhood or Vocational programs.

Attends IEP meetings in the role of Transition Coordinator as needed.

Obtains consent, as necessary, for transition evaluations and/or services.

Facilitate IEP meetings when the sole purpose is to address transition services.

Ensures that the IEP team develops and implements the transition outcomes, instructional areas, and services needed for students with disabilities.

Develops and maintains a working relationship with businesses, agencies, and organizations which provide Early Childhood and post-secondary services for students with disabilities.

Communicates with parents, students, staff, community/adult service providers and agencies about issues related to the successful transition of special education Early Childhood, Middle and High School students.

Serves as a resource to families, parents, and students in accessing transition services as well as providing information about transition topics.

Keeps records of appropriate documentation during the transition process.

Serves as the data entry agent for the State Performance Plan for indicators 7, 12 and 13.

Performs other duties as assigned.

### **Early Childhood**

Be familiar with developmental milestones for children ages 0-3.

Facilitate Early Childhood Intervention (ECI) Transition Conferences.

Communicate with parents and staff service options for qualifying 3 year old special education students.

Communicate with families the transition from part A (Early Childhood Intervention) to part B Local Education Agency.

### **Post-Secondary Transition**

Assist with the organization of a “Transition Fair” for special education students and their families that would provide information from workplaces, colleges, transition program, community resources, etc.

Facilitate job shadowing, tours, and/ or work experience opportunities in the community

Work with campuses to secure in-school and community job placements for students ages 14-21.

Assists the VAC coordinator to identify job placements.

Works with campuses to coordinate occupational preparation, training, and CBVI courses.

Works with Office of Vocational Rehabilitation and guidance counselors to assist parents and students with the post-secondary enrollment process as requested.

### **SUPERVISORY RESPONSIBILITIES**

This job has no supervisory responsibilities.

### **QUALIFICATIONS**

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below 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.

### **EDUCATION and/or EXPERIENCE**

Master’s degree with additional training and knowledge of Early Childhood and Post-Secondary Transition programming. Three years special education teaching experience preferred.

**LANGUAGE SKILLS**

Ability to read and interpret documents such as safety rules, operating and maintenance instructions, and procedure manuals. Ability to write routine reports and correspondence. Ability to speak effectively before staff, students and parents.

**MATHEMATICAL SKILLS**

Ability to add, subtract, multiply, and divide in all units of measure, using whole numbers, common fractions, and decimals. Ability to compute rate, ratio, and percent and to draw and interpret bar graphs.

**REASONING ABILITY**

Ability to apply common sense understanding to carry out instructions furnished in written, oral, or diagram form. Ability to deal with problems involving several concrete variables in standardized situations.

**CERTIFICATES, LICENSES, REGISTRATIONS**

Special education teaching certificate.

Principal Certificate

**OTHER SKILLS**

Working knowledge of Excel, Microsoft Office, Power Point, and Word preferred.

**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 use hands to finger, handle, or feel and talk or hear. The employee regularly is required to stand, walk, and frequently sits. The employee will occasionally lift or carry (45 pounds or more) and positioning of students with physical disabilities, controlling behavior through physical restraint, assisting non-ambulatory students, and lifting and moving adaptive equipment; may work prolonged or irregular hours. Specific vision abilities required by this job include close vision, distance vision, and 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.

While performing the duties of this job, the employee is occasionally exposed to outside weather conditions. The noise level in the work environment is usually quiet.

**Revised Date:** July 2021

The foregoing statements describe the general purpose and responsibilities assigned to this job and are not an exhaustive list of all responsibilities, duties, and skills that may be required.