

Killeen Independent School District Job Description

Job Title: Transition Specialist
Reports To: Director for Special Education, Coordinator for Special Education Campus Operations
FLSA Status: Exempt

SUMMARY

Coordinates 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:

Works closely with the Special Education Campus Operations Early Childhood and Transition Coordinators.

Ensures both areas of transition needs; Early Childhood and Post-Secondary.

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

Collaborates 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.

Complies with the Individuals with Disabilities Education Act (IDEA) and federal and state regulations.

Works 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.

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.

Performs other duties as assigned.

Early Childhood

Understands developmental milestones for children ages 0-3.

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

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Post-Secondary Transition

Assists 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.

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

Works 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.

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.

CERTIFICATES, LICENSES, REGISTRATIONS

Special education teaching certificate.

Principal or Counselor Certification 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.

OTHER ABILITIES AND SKILLS

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

PHYSICAL DEMANDS

While performing the duties of this job, the employee is regularly required to talk or hear. The employee frequently is required to walk and reach with hands and arms. The employee is occasionally required to stand; sit; use hands to finger, handle, or feel; and stoop, kneel, crouch, or crawl. 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

While performing the duties of this job, the work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Frequent district-wide travel to multiple campuses as assigned. The noise level in the work environment is usually quiet/moderate.

Revised Date:

October 30, 2018

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.