

WARREN COUNTY PUBLIC SCHOOLS

210 North Commerce Avenue Front Royal, Virginia 22630

Phone (540) 635-2171

Transition Coordinator Position Description

LOCATION: Special Services

JOB CATEGORY: Professional

PAY GRADE: Grade 1-5

FSLA: Exempt

IMMEDIATE SUPERVISOR: Director/Supervisor of Special Services

GENERAL DEFINITION AND CONDITIONS OF WORK

Assist the Director/Supervisor of Special Services with individual student transition planning and services, interagency, community and interschool linkages, and program development and evaluation.

ESSENTIAL FUNCTIONS/TYPICAL TASKS

The minimum performance expectations include, but are not limited to, the following functions/tasks:

- Develop a school-to-work program for individuals with disabilities;
- Participate as a system consultant on the WCPS Special Education Advisory Committee;
- Participate in and represent WCPS on the regional and local transition councils;
- Develop, implement, and evaluate the goals and objectives for individualized transition plans;
- Develop appropriate transition and vocational goals and objectives utilizing functional and vocational assessment information;
- Perform duties critical to successful transition case management including interdisciplinary coordination, collaboration, and conferences;
- Attend IEP meetings for all students who have reached the age of 16 years or earlier if needed.
- Oversee the development of postsecondary employment or training plans; this includes notifying community resources and arranging meetings with students.
- Establish a system for following students after they leave high school to determine the effectiveness of transition planning; Report these findings to VDOE as part of Indicator 14.
- Monitor the school system's compliance with state and federal regulations regarding students with disabilities and transition planning; (Indicator 13)
- Represent WCPS as a liaison with the Arc of Warren and Blue Ridge Opportunities;
- Serve as liaison between school and community resources to coordinate the transitional services and assistance;
- Facilitate referrals to other agencies;
- Assist educational professionals/service agency providers in coordinating a variety of assessment methods/procedures (including vocational assessments, independent living skills evaluations, classroom and job sampling observations, and academic functioning

- levels) in the development of the transition plan;
- Oversee the PERT placement and services;
- Work with the Director/Supervisor to identify and offer targeted staff development in the area of transition; Participate and assist teachers in the development of an Individualized Educational Program which ensures that needed transition services are provided to identified special education students;
- Identify and evaluate existing programs and resources relating to transition services;
- Provide resource assistance to educational professionals for staff and teachers working with students at the middle and high school levels in the modification of curriculum and instruction as it applies to the transition process;
- Maintain a high level of knowledge regarding transition research, funding sources, materials, computer programs, and “best practices”;
- Participate in the special education team meetings at the high school level;
- Collaborate with the Director to evaluate programming and establish goals to meet student needs;
- Complete vocational and transitional assessments to aid in services determination and delivery for students;
- Provide transitional services instruction for students with disabilities over the age of 16 to address employment, access of services, and support for job opportunities; Create and assist in implementing a school to work program and collaborate with local retailers to train students in a variety of occupations.
- Comply with and support school and division regulations and policies;
- Develop and facilitate IEP meetings for students in residential and day placements.
- Attend eligibility and IEP meetings either in person or by conference call for students in residential and day placements.
- Maintain communications with FAPT case managers regarding students in residential and day placements.
- Perform additional duties as assigned by the Director of Special Services.

KNOWLEDGE, SKILLS AND ABILITIES

Must be able to perform each essential duty satisfactorily and have the ability to interact successfully with a wide variety of individuals and groups. 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 EXPERIENCE

Must be a licensed special education teacher. Master’s degree in Special Education preferred, with a minimum of three years of experience teaching special education and/or alternative education.

SPECIAL REQUIREMENTS

Must be able to provide own transportation to schools throughout the division. Candidate must possess good moral character and is expected to be a role model, in and out of the school.

PHYSICAL DEMANDS/REQUIREMENTS

Duties performed typically in school settings. Frequent walking, standing, stooping, lifting, up to approximately 30 pounds, and occasional lifting of equipment and/or materials weighing up to approximately 40 pounds may be required.

Other limited physical activities may be required. Occasional travel with students on field trips may be necessary. Vocal communication is required for expressing or exchanging ideas by means of the spoken word; hearing is required to perceive information at normal spoken word levels; visual acuity is required for preparing and analyzing written or computer data, determining the accuracy and thoroughness of work, and observing general surroundings and activities; the worker is subject to inside and outside environmental conditions, noise and hazards. Occasional movement of students by wheelchairs and other mechanical devices may be required. Regular instruction to special needs children may be necessary. Daily personal and close contact with children to provide classroom management and learning environment support is required. Regular contact with staff members, administration, and parents is required. Frequent contact with parents by phone and in person is necessary. Occasional contact with medical professionals may be required.

EVALUATION

The Director/Supervisor of Special Services will be evaluate performance in accordance with school board policy and administrative regulations on evaluation of personnel.