

SECTION **STUDENT SERVICES**
AREA **CLASSIFIED**
TITLE **TRANSITION COORDINATOR**

QUALIFICATIONS:

1. Holds or is eligible for New Jersey Teacher of the Handicapped, school social worker, school psychologist or Learning Disabilities Teacher Consultant Certificate.
2. Has demonstrated ability in working with classified students in the areas of self-awareness, self-advocacy, personal and social skills, career awareness and exploration of post secondary options.
3. Has such additional qualifications as the Board of Education may deem appropriate.

REPORTING RESPONSIBILITY:

The Transition Coordinator is directly responsible to the Executive Director of Student Services and the Supervisor of Student Services.

JOB GOAL:

To serve as Transition Teacher and Transition Coordinator for classified students.

TERMS OF EMPLOYMENT:

Ten month contract consistent with the agreement negotiated with the applicable bargaining unit.

PERSONAL EVALUATION:

The Transition Coordinator shall be evaluated in writing by the Supervisor of Student Services at least once each year. The evaluation shall be based in part on the performance of the responsibilities indicated in this position description. See Policy 4022, Evaluation of Staff.

PERFORMANCE RESPONSIBILITIES:

1. Meets with classified students in a series of transition groups dealing with their perceptions and experiences in the high school setting.
2. Meets with classified students grades 9-12 to discuss and implement grade appropriate transition activities.
3. Meets with classified 12th grade students in a series of transition groups (including Study Skills, Work Study, Life Skills, School to Employment Program classes) dealing with school exit issues.
4. Participates in transition planning with the students, families, Child Study Team and Special Education teachers. Attends IEP meetings at the invitation of the case manager, family or student.

6. Works with students in order for them to develop self advocacy skills to actively participate in their IEP meeting and for post secondary planning.
7. Administers career assessments to students using computer generated and/or pencil and paper inventories for the purpose of clarifying interests and preferences in career and related post secondary option goals.
8. Coordinates educational programs relevant to transition.
9. In cooperation with classroom teachers, facilitates and coordinates on-site jobs for target students (i.e. library, main office, guidance office.)
10. In cooperation with classroom teachers, facilitates and coordinates off-site career internship opportunities for seniors and, when appropriate, juniors which includes working with teachers in the development of alternate curriculum for class credit, and working with businesses, corporations and career site mentors.
11. Works with school-to-work liaison/consultant in the dynamic development of career-sites, alternate curriculum, supervision, and on-site monitoring of student interns.
12. Interfaces with community and business leaders for the purpose of integrating transition and school-to-work objectives.
13. Develops and coordinates presentation opportunities for student self-advocacy speakers' bureau.
14. Meets with 8th grade students at least once in the spring before they enter high school to introduce them to the idea of transition.
15. Networks with parents of classified students for the purpose of determining students' strengths and needs and for the purpose of supplying information about transition activities at the high school, post secondary options, and related issues.
16. Assists in coordinating inter-agency support (i.e. DVR, DDD) for identified students.
 - a. Disseminates transition information to Special Education staff.
 - b. Provides in-service training to staff on transition topics, transition IEPs, and new changes that occur because of changes in the Individuals with Disabilities Education Act.
 - c. Serves as a resource to families, parents, and students in accessing transition services as well as providing information on transition topics.
 - d. Facilitates communication between teachers regarding Special Education students in transition.
 - e. Serves as a liaison to identify appropriate accommodations for student success in post secondary options or adult services.
 - f. Promotes self-determination and self advocacy activities with students.
 - g. Educates staff members in the transition planning process.

2. Transition Planning

- a. Serves as a resource to staff, students, and parents regarding transition service options.
- b. Serves as the liaison between Adult Services Agencies to ensure a smooth transition to adult services. Develops relationships with Adult Service Agencies to better coordinate services for students in transition.
- c. Keeps records of appropriate documentation during the transition process.
- d. Assists students and families with postsecondary enrollment procedures if requested.
- e. Maintains communication between postsecondary institutions, employers, and employment training providers during the transition process.
- f. Attends/participates in IEP meetings only when appropriate. The Transition Coordinator does not need to be at most IEP meetings. Most activity will take place prior to the IEP meetings such as serving as a resource to the IEP chairperson in regards to how to address transition in the IEP, how to write a course of study, how to get present level of performance information regarding transition, how to set up the long range transition plan, guardianship, community agencies to invite, post secondary entrance requirements, and contacts, etc.
- g. Informs staff, student and family of community resources and services.
- h. Coordinates activities relating to employment, vocational training, and education.
- i. Attends New Jersey Transition Coordinators Network meetings to keep up-to-date on transition issues.

3. Employment

- a. Collaborates with IEP chairperson on appropriate job placements and referrals to the Employment Training Program.
- b. Assists students in applying for O.J.T. placements as well as competitive jobs.
- c. Provides assistance to students on the job when necessary (includes competitive, O.J.T., and volunteer jobs.)
- d. Monitors student's job performance periodically (includes competitive, O.J.T., and volunteer jobs.)

4. Interagency/Business

- a. Identifies, establishes and maintains linkages with community resources.
- b. Facilitates referrals to outside agencies and or postsecondary institutions.
- c. Initiates and maintains collaboration with employers, local education institutions and adult service providers.
 1. Assists teachers and/or Executive Director of Student Services in developing overall plan for the district's transition program.
 2. Develops checklists, job materials, and media necessary to implement transition programs.
 3. Assists teachers in identifying student interests and transition needs.
 4. Assists in providing professional development activities for teachers and support personnel.
 5. Maintains data on district transition activities and job placement.

6. Acts as a contact person for parents, teachers, supervisors, and employers.
7. Performs such other duties as may be assigned by the Executive Director of Student Services and Supervisor of Student Services.

Adopted 11/25/08