

Job Title: **Student Transition Coordinator**
 Job Family: **Certified Administrative**
 Pay Program: **Administrative**
 Typical Work Year: **10 months**

Job Code: **3900**
 FLSA Status: **Ex - A**
 Pay Range: **L12**

SUMMARY: Work to create and implement systemic structures and programs to support all students during major transition years. Supports student social, emotional, and academic success during transition periods while contributing to improving graduation outcomes across the District. Facilitate programs that aid students and staff in successfully transitioning grade/school levels (5th-6th, 8th-9th, and 12th - post-secondary), supporting them through the transition to the next phase. Evaluate district transition programs and events to measure effectiveness. Develop and grow programs that maximize student support related student transitions and post-secondary readiness.

ESSENTIAL DUTIES AND RESPONSIBILITIES: *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.*

Job Tasks Descriptions	Frequency	% of Time
1. Develop, plan, and implement systemic structures and programming to support all Adams 12 students during major transition years. Ensure programs focus on supporting student’s social, emotional, and academic success. Work collaboratively with K8, elementary, middle, and high school, Mental Health, Social and Emotional Learning (MH/SEL) counseling teams, and administrators to identify gaps and create additional programming to give students the skills needed to transition successfully to the next school level. Ensure Grant programs comply with state and federal laws, rules and regulations, and district policies.	W	25%
2. Communicate with students and families regarding concurrent enrollment, ASCENT, and TREP programs. Maintain a caseload of student participants in these programs and ensure they stay on track and meet CDE and/or program deadlines. Provide support to students and families as they are navigating and transitioning into the post-secondary/college environment.	W	20%
3. Develop goals and action plans to implement and grow the knowledge of and participation in concurrent enrollment, ASCENT, and TREP programs at Adams 12. Secure and maintain any necessary relationships and agreements with partner institutions and/organizations. Leverage per pupil funding opportunities to maximize student support and grow programs/participation.	M	10%
4. Communicate regularly to students, families, and district staff regarding programs, resources, and events, which aid students in successfully transitioning grade/school levels. Follow-up in a timely manner to assist administration and MH/SEL counseling teams with intentional strategies and resources to identify and support students during transition years.	W	10%
5. Conduct/perform environmental scan and focus groups. Analyze data to create goals and action plans. Identify and work with appropriate stakeholders, including school and district staff/leadership, to create a budget for the School Counselor Corps Grant (SCCG) that aligns with the district’s vision and goals. Understand and utilize Grant Program fiscal procedures with specific attention given to grant budgets regarding appropriate/efficient use of funds. Attend state and regional meetings regarding specific grant programs. Serve as a liaison between the district and School Counselor Corps Grant (SCCG).	W	10%
6. Provide support for the targeted work that occurs throughout the year around the 5th-6th, 8th-9th transitions, including assistance with data preparation, coordination/communication, and conducting outreach. Work to ensure transition plans are used consistently by all district schools/staff and meet important transition timelines.	Q	10%
7. Focus on problem-solving, aligning efforts, and working collaboratively with various stakeholders, including but not limited to, school administrators and MH/SEL counseling teams, in order to create and maintain the best possible program opportunities for students. Place special focus on growing and maintaining relationships with other district employees who are also working on similar/related student support efforts.	W	5%

8. Create and incorporate methods of evaluating the effectiveness of the district's transition programs and events.	M	5%
9. Perform other duties as assigned.	Ongoing	5%
Total		100%

EDUCATION AND RELATED WORK EXPERIENCE:

- Master's or higher degree required.
- Five (5) years of experience in School Counseling or related area.
- Experience managing student transitions and post-secondary readiness preferred.

LICENSES, REGISTRATIONS or CERTIFICATIONS:

- Criminal background check required for hire.
- Must possess or be able to obtain a Special Services Provider License with an endorsement in School Counseling (required license and endorsement according to ESSA – Every Student Succeeds Act).
- Must possess, or be able to obtain, a valid Colorado Educator License within 30 days of hire.

TECHNICAL SKILLS, KNOWLEDGE & ABILITIES:

- Ability to travel frequently.
- Interpersonal relations skills.
- Customer service and public relations skills.
- Critical thinking and problem solving skills.
- Ability to maintain confidentiality in all aspects of the job.
- Ability to manage multiple tasks with frequent interruptions and conflicting priorities.
- Advanced written and oral communication skills.
- Ability to diffuse and manage volatile and stressful situations.
- Ability to promote and follow Board of Education policies, District Policies, School and Department procedures.
- Ability to engage in effective communication, collaboration, and teamwork with individuals from diverse backgrounds, cultures, and perspectives, while demonstrating respect and appreciation for their differences.
- Ability to recognize the importance of safety in the workplace, follow safety rules, practice safe work habits, utilize appropriate safety equipment and report unsafe conditions to the appropriate administrator.
- Ability to stay current with district policy, standards and training in the areas of data quality, data privacy, and cybersecurity with respect to student and staff data, and related information systems.

MATERIALS AND EQUIPMENT OPERATING KNOWLEDGE:

- Operating knowledge of and experience with personal computers and peripherals.
- Operating knowledge of and experience with Google and Microsoft applications.
- Operating knowledge of and experience with typical office equipment, such as telephones, copier, fax machine, E-mail, etc.
- Operating knowledge of district information technology systems and any other department specific software and equipment required within (2) months after entering position.

REPORTING RELATIONSHIPS & DIRECTION/GUIDANCE:

	POSITION TITLE	JOB CODE
Reports to:	Director, Counseling	4066

	POSITION TITLE	# of EMPLOYEES	JOB CODE
Direct reports:	No Direct reports		

BUDGET AND/OR RESOURCE RESPONSIBILITY:

- Involved in creating a budget for the School Counselor Corps Grant (SCCG) that aligns with the district's vision and goals. Must understand and utilize Grant Program fiscal procedures with specific attention given to grant budgets regarding appropriate/efficient use of funds.

PHYSICAL REQUIREMENTS & WORKING CONDITIONS: *The physical demands, work environment factors and mental functions described below 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.

PHYSICAL ACTIVITIES:	Amount of Time			
	None	Under 1/3	1/3 to 2/3	Over 2/3
Stand		X		
Walk			X	
Sit			X	
Use hands and fingers to handle and/or feel			X	
Reach with hands and arms			X	
Climb or balance		X		
Stoop, kneel, crouch, or crawl		X		
Talk				X
Hear				X
Taste	X			
Smell	X			

WEIGHT and FORCE DEMANDS:	Amount of Time			
	None	Under 1/3	1/3 to 2/3	Over 2/3
Up to 10 pounds		X		
Up to 25 pounds		X		
Up to 50 pounds	X			
51 to 100 pounds	X			
More than 100 pounds	X			

MENTAL FUNCTIONS:	Amount of Time			
	None	Under 1/3	1/3 to 2/3	Over 2/3
Compare				X
Analyze				X
Communicate				X
Copy		X		
Coordinate				X
Instruct				X
Compute			X	
Synthesize				X
Evaluate				X
Interpersonal Skills				X
Compile			X	
Negotiate			X	

WORK ENVIRONMENT:	Amount of Time			
	None	Under 1/3	1/3 to 2/3	Over 2/3
Wet or humid conditions (non-weather)	X			
Work near moving mechanical parts		X		
Work in high, precarious places	X			
Fumes or airborne particles	X			
Toxic or caustic chemicals	X			
Outdoor weather conditions	X			
Extreme cold (non-weather)	X			
Extreme heat (non-weather)	X			
Risk of electrical shock		X		
Work with explosives	X			
Risk of radiation	X			
Vibration	X			

VISION DEMANDS:	Required
No special vision requirements.	
Close vision (clear vision at 20 inches or less)	X
Distance vision (clear vision at 20 feet or more)	X
Color vision (ability to identify and distinguish colors)	
Peripheral vision	X
Depth perception	X
Ability to adjust focus	X

NOISE LEVEL:	Exposure Level
Very quiet	
Quiet	
Moderate	X
Loud	
Very Loud	