



**JOB DESCRIPTION**

<b>Job Title</b>	Transition Coordinator
<b>Department</b>	Special Education
<b>Reports To</b>	Director of Special Education
<b>Classification</b>	Certified
<b>Location</b>	District
<b>Salary</b>	On Schedule
<b>Length of Contract</b>	School Year

This job description in no way states or implies that these are the only duties to be performed by the employee occupying this position. Employees may be required to follow other job-related instructions and to perform other job-related duties as requested, subject to all applicable state and federal laws. Certain job functions described herein may be subject to possible modification in accordance with applicable state and federal laws.

**Job Summary**

The Transition Coordinator collaborates and consults with staff regarding transition programming and services for students with disabilities ages 14-21. The Transition Coordinator assists students with disabilities and their families in obtaining services necessary to transition from high school to a post-secondary setting, whether for post-secondary education, employment, or long-term support.

**Essential Job Functions**

- Assists with development, coordination, and implementation of transition programming and alignment of the continuum of transition services at the secondary level.
- Engages in professional learning to maintain current understanding of local, state, and federal transition policies and practices.
- Ensures special education staff are informed of current transition-related practices, information, and methods for facilitating transition planning that result in positive post-school outcomes.
- Coordinates and facilitates transition-focused meetings with students and families to review resources, timelines, and next steps; provides ongoing support and oversight throughout the referral process and while services remain active.
- Coordinates transition activities for college, career, and community readiness
- Collaborates with a variety of stakeholders, including educators, employers, agencies, and families.
- Oversee Indicator 13 and Indicator 14 - maintain current understanding of state and federal transition requirements.
- Support district efforts related to Indicator 13 and Indicator 14 to ensure compliance with state and federal transition requirements; maintain current knowledge of regulations and collaborate with staff to ensure accurate and effective implementation.
- Serves as Local Education Agency (LEA) representative at IEP meetings as designated by the Director of Special Education.
- Collaborates with building principals, directors, and other key stakeholders to ensure the continuum of transition services and programming are in compliance with state and federal transition requirements and align with district initiatives.

### **Ancillary Job Functions**

- Supports IEP teams in relation to transition services.
- Facilitates grant writing activities upon request from the Director of Special Education.
- Performs other related duties as assigned.

**Required Qualifications** – Required qualifications to effectively perform the job at the time of hire. An equivalent combination of education, training, and experience will be considered. Additional requirements and/or substitutions may be requested and require the approval of HR.

- Bachelor's degree in special education, including specific transition coursework.
- Minimum of three years of teaching experience.
- Wisconsin teaching license for the appropriate developmental or grade levels of their students.

**Preferred Qualifications** – Highly desired education, training, and/or experience that may be helpful in performing the job, if applicable.

- Three or more years of experience in secondary special education and or/vocational education.
- Familiarity with supporting youth and young adults with a wide range of disabilities.
- Advanced work in transition related experiences.

**Knowledge, Skills, and Abilities** – May be representative, but not all-inclusive, of those commonly associated with this position.

- Understanding of disability areas under IDEA and ADA.
- Knowledge of how disabilities impact an individual's ability to function in the post-secondary settings.
- Knowledge of state and federal laws/regulations that protect individuals with disabilities in education, employment, and community.
- Broad and current knowledge of DPI guidance, state and federal special education laws, and district policies related to transition services, compliance, and post-school outcomes.
- Excellent communication and collaboration skills.
- Strong communication and conflict resolution skills.
- Strong organizational, planning, and time management skills.
- Ability to travel to multiple District buildings in compliance with District driving policy.
- Ability to serve as a positive role model for students, demonstrating responsible and thoughtful behavior.

**Work Environment** – Environmental or atmospheric conditions commonly associated with the performance of the functions of this job.

- Normal educational environment and moderate noise levels.
- May occasionally be exposed to potentially hazardous bodily fluids.

**Physical Requirements** – The physical demands 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 essential functions.

- Regularly required to talk and hear.

- Frequently required to sit and work at desk/computer for extended periods of time.
- Must be able to have repetitive wrist/hand/finger movement to work on computer and/or related office equipment.
- The employee shall remain free of any alcohol or illegal substance in the workplace in compliance with Policy 4122.01 throughout his/her employment in the District.