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**TOWNSHIP OF UNION PUBLIC SCHOOLS**

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**TITLE: TRANSITION COORDINATOR**

**REPORTS TO:** Director of Special Services

**QUALIFICATIONS:**

1. Valid New Jersey Teacher of the Handicapped Certificate/Teacher or Students with Disabilities and Work Based Learning Certificate. Experience in Work Based Learning placement, program development, interaction with community support agencies, and vocational education needs of students with disabilities.
2. Minimum three years experience in special education.
3. Knowledge and use of computer based scheduling, Google suite programs (ex:Google sheets, documents) or compatible software required.
4. Knowledgeable of special education laws and procedures and career/educational information and placement. Special Education Teacher experience preferable.
5. Demonstrated ability to communicate and work effectively with students, parents, staff, and community groups and organizations.

**JOB GOAL:**

To facilitate the transition of students with disabilities from school to the community.

**PERFORMANCE RESPONSIBILITIES:**

**1. Work Performance/Work Traits**

- Assists students in evaluating their aptitudes and abilities through a systematic transition from school to employment or school to college by identifying needs, interests, and preferences.
- Develops appropriate work based learning sites and works with the students and staff in scheduling student placements.
- Create job shadowing/job sampling opportunities.
- Serves as liaison between the school and students' work based learning assignment(s) by monitoring their performance and using data to support student growth and opportunities at the work based learning site.
- Job coaching within both the school and the community.
- Review and coordinate any transportation needs through the Special Services Department.
- Train Child Study Team and teachers in the development of individualized transition plans and work closely with parents and students in the development of these plans.
- Attend conferences with parents/guardians, Child Study Team members and instructional staff, as necessary, and review and update students' transitional goals, objectives, and activities, during IEP conferences.
- Maintain an up-to-date manual covering transition procedures and activities.

- Establish working relationships with post-secondary support agencies and service providers to facilitate transition planning.
- Inform staff, parents, and students of community and state services available to students after graduation.
- Working one-on-one with students.
- Develop and maintain monthly reports documenting student progress and program outcomes.
- Develop a positive rapport with special education students.
- Participate in professional improvement programs and activities as requested by the Director of Special Services.
- Maintain up-to-date student transition portfolios.
- Coordinate with School Counselor and Case Manager in the application of students to post high school educational programs for admissions and scholarships, as well as to potential employers and other agencies.
- Work with teachers, administrators, and other professional staff members by providing information and assistance that will be beneficial to students' overall growth and development.
- Develop activities of daily living skills.
- Provide a transition orientation program for student(s) with disabilities from middle to high school, which may include orientation programs for students, parents, and staff.
- Keep the staff and community informed about the transition program.
- Teaching short-term classes, which have a focus on self-advocacy, self-awareness, and related skills.
- Teaching classes with a focus on explaining post-secondary options, career awareness, and related skills.

## **2. Professional Improvement**

Participate in staff development opportunities to enhance job-related skills and knowledge in accordance with district procedures, guidelines, and budget allocations. Maintain professional competence and continuous improvement through in-service education and other professional growth activities.

## **3. Other Assigned Tasks**

Performs such other duties and assumes such other tasks as may be assigned by the Director of Special Services or the Superintendent.

**TERMS OF EMPLOYMENT:** 10 months

**EVALUATION:** Performance will be evaluated in accordance with the provisions of the Board policy on the Evaluation of Personnel.