

A.E.R.O.

SPECIAL EDUCATION COOPERATIVE

Dr. James W. Gunnell
Executive Director

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Job Description

TITLE: Transition Consultant (TC)

QUALIFICATIONS:

- Current Illinois Professional Educator License
- Endorsements in one or more of the following: LBS I, LBS II, School Social Worker, School Psychologist, Speech-Language Pathologist, School Counselor
- Experience in transition planning for students with autism, intellectual disabilities, social emotional disabilities, and other disabilities.
- Experience in providing effective consultation to classroom personnel, students, families, local, state and federal agencies.
- Such other alternatives to these qualifications as the Board may accept.

REPORTS TO: Program Administrator 9th Grade - Transition

ESSENTIAL FUNCTION: The essential functions of this position include, but are not limited to providing support to A.E.R.O. staff, A.E.R.O. member district staff, students and families to conduct a best practices approach to Transition Planning and to act as a liaison between families and community resources, county, state and federal resources and/or programs in addition to the responsibilities and functions specified herein.

RESPONSIBILITIES:

A. General Responsibilities

1. Assume responsibility for continued professional growth, to achieve and maintain high standards of professional competence.

2. Assume other duties and responsibilities as assigned by A.E.R.O. administration
3. Support and act in accordance with all A.E.R.O. Governing Board goals, objectives and policies, The School Code of Illinois, and other federal and state laws.
4. Communicate using current disability-related terminology and Illinois School Code mandated terms and definitions.
5. Assume appropriate roles as consultant and educator.
6. Maintain strict confidentiality regarding all matters pertaining to students and personnel.
7. Demonstrate effective organizational skills, time management, and flexibility to meet staff and students' needs.
8. Regular and prompt work attendance
9. Obtain Illinois School Bus Driver permit when requested by program administrator for purposes of transporting students to community-based activities.

B. Performance Responsibilities

The TC has expertise particularly in secondary transition planning and its implications for individuals with disabilities. As a member of the classroom team, the TC provides consultation to A.E.R.O. staff in all areas of Transition Planning which may include:

1. Instruction- Instructional support to complete all courses required for graduation.
2. STEP Work Program- Refer student's as appropriate to DRS and/or STEP Work Program.
3. Identification of needed secondary transition resources and linkages to outside agencies including but not limited to education and training programs, colleges, agencies and support services for after high school to continue working towards goals

4. Daily living skills- Skills adults need as a foundation for everyday life including self-care, travel training, independent living, money management, maintaining a home, health care, etc.
5. Age-appropriate transition assessments- Defined as an ongoing process of collecting data on an individual's needs, preferences and interests as they relate to the demands of current and future working, educational, living, and personal and social environments.
6. Ongoing communication with families to assist families, parents and guardians begin planning for the future by helping to find answers to the following questions:

What are the student's:

- Long range employment and life goals
 - Interests and talents
 - Learning styles
 - Positive personality traits
 - Achievements
 - Social Skills
 - Work experiences (paid, volunteer, at home, at school, in the community) and where he/she might like to work .
 - Specific challenges and identify strategies for dealing with them
 - Needs for accommodations and support
 - Options after high school (college, trade-school, military, employment, living arrangements, healthcare, recreation, etc.)
7. Measurable post-secondary goals- What the student will achieve after leaving high school
 - Based on student strengths, preferences and interests
 - Shaped, refined and updated by the use of age-appropriate assessments
 - Measurable and written for the following areas: Education and/or Training, Employment and Independent Living
 8. Course of study- individualized to include required courses and courses specific to individual interests
 9. Summary of Performance- The SOP is prepared and provided to the student during the final year of school. The SOP is a document that the student and

family may use to help the student successfully transition or move into their post-school goals.

10. Parent Training- Identification of parent training opportunities to increase family engagement
11. Legal Compliance- Ensure the development of transition plans which become a part of student's Individualized Education Program ("IEP") that comply with all applicable state and federal regulations and timelines
12. Transition Binders- Review and provide support and resources as needed towards the student transition binders
13. Meaningful student participation in IEP meetings- Provide assistance to the classroom to assist students in participating in their own IEP meetings.
14. Coaching Opportunities- Provide direct observation of and coaching to teachers and classroom teams for the purpose of ensuring fidelity of the student's transition plan

C. Standards and Competencies

1. Demonstrate competencies with respect to the identification and placement of students with disabilities including, but not limited to knowledge of:
 - All components of a comprehensive case study evaluation
 - Procedures used in the assessment of the learning environment
 - Parents' rights including the right to an independent evaluation and the use of that evaluation by the multidisciplinary team.
 - Eligibility criteria for specific disabilities.
 - State and federal requirements regarding least restrictive environment.
 - General and special education procedures for students ages birth through 22.
2. Demonstrate a working knowledge of federal and state statutes affecting the education of students with disabilities including The Individuals with Disabilities Education Act (IDEA), The Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act, the Illinois School Code, 23 Illinois Administrative Code, and other applicable legislation and litigation.

3. Demonstrate a working knowledge of special education regulations including confidentiality requirements under the Illinois School Student Records Act and the Family Educational Rights and Privacy Act, and complaint resolution procedures
4. Communicate effectively with the public (including students, parents, district and joint agreement employees, community groups, and civic organizations) through press releases, newsletters, and speeches.
5. Demonstrate skills in active listening, consensus building and conflict resolution
6. Demonstrate the ability to engage in short and long-range planning, set priorities, and manage time effectively
7. Demonstrate knowledge of and the ability to use office technology, instructional technology, and assistive technology for students with disabilities

E. Evaluation

1. Evaluated by Executive Director or designee in accordance with the provisions of Board policy on evaluation and current Collective Bargaining Agreement between Governing Board A.E.R.O. Special Education Cooperative and A.E.R.O. Education Association Illinois Education Association - NEA.