

**Elkhart Community Schools**  
**Position Description**

<b>Position Title:</b>	<b>Transition Coordinator</b>
<b>Qualifications:</b>	<i>Required:</i> Bachelor's degree in Education, Rehabilitative Services, Counseling, Social Work or related field. <i>Desired:</i> Experience working with students with disabilities, experience working with educators and with parents who have children with disabilities. Knowledge of state and local resources available for people with disabilities (BDDS; Voc.Rehab., ADEC, Corvill, ADEC, etc.). Knowledge of Medicaid Waiver and navigation of the Medicaid Waiver process. Multi-lingual.
<b>Department:</b>	Exceptional Learners
<b>Reports to:</b>	Assistant Superintendent of Exceptional Learners
<b>Prepared by:</b>	Lindsey Cox / Anthony England
<b>Approved by:</b>	W. Douglas Thorne

Date: 2/8/2022

**SUMMARY:** To provide a system of supportive services for the purpose of helping students with disabilities so that they have equal access to resources available both within the school and the outside communities to aid in successful transition to adulthood.

**ESSENTIAL DUTIES AND RESPONSIBILITIES** (*Other duties may be assigned*):

1. Work with special education staff districtwide to coordinate communication of updates, resources, etc. related to students (Medicaid Waiver status, case managers, etc.).
2. Work with Case Management Companies/Community Resource Agencies to coordinate communication with teachers and provide updates as it applies to student services.
3. Maintain accurate records including Medicaid Waiver spreadsheet.
4. Contact parents of students who may be eligible for the Medicaid Waiver and aide in the application process.
5. Attend IEP conferences, specifically when it involves transitions to Middle, High School, Young Adult Program, or adulthood.
6. Set up home visits when families are unable to meet outside the home.
7. Serve as liaison between student, home, school and community resources.
8. Participate in staff development activities and conferences in order to maintain professional growth.
9. Establish and maintain effective working relationships with administrators, school staff, associates, students, parents and community agencies.
10. Use social media (Facebook, etc.) to share information regarding resources.
11. Communicate with outside agencies which support families and persons with disabilities.
12. Work with district and school translators when communicating with non-English speaking families.
13. Update district community resource database.
14. Develop Parent Advisory Council (PAC) and provide ongoing opportunities related to parent education and engagement.
15. Exhibit and maintain a pattern of regular and timely attendance.
16. Perform other duties and assignments as assigned by the supervisor.

The foregoing statements describe the general purpose and responsibilities assigned to this job and are not an exhaustive list of all responsibilities, duties, and skills that may be required.

**Evaluation Process:** The Transition Coordinator will be evaluated annually by the Supervisor of Exceptional Learners.

**Supervisory Responsibilities:** Supervise students.

**Qualification:** Required: Must possess a Bachelor's degree in Education, Rehabilitative Services, Counseling, Social Work or related field. Desired: Experience working with individuals with disabilities, parents, teachers and individuals who work with individuals with disabilities. Fluency in Spanish is desired.

**Language Skills:** Ability to read, analyze and interpret general business periodicals, professional journals, technical procedures, or governmental regulations. Ability to write reports, business correspondence, and procedure manuals. Ability to effectively present information and respond to questions from groups of managers, clients, customers, and the general public.

**Mathematical Skills:** Ability to apply basic mathematical concepts and operations involving addition, subtraction, multiplication, division of whole numbers, fractions, percentages, ratios, and proportions to practical situations.

**Reasoning Ability:** Ability to define problems, collect data, establish facts, and draw valid conclusions.

**Other Skills and Abilities:** Ability to apply knowledge of current research based on school objectives and abilities of students. Ability to establish and maintain effective working relationships with students, peers, parents and community; ability to speak clearly and concisely in written or oral communication.

**Physical Demands:** The physical demands described here 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.

While performing the duties of this job, the employee is regularly required to stand, walk, sit, and talk or hear. The employee is occasionally required to reach with hands and arms and stoop, kneel, crouch, or crawl. The employee must occasionally lift and/or move up to 10 pounds. Specific vision abilities required by this job include close vision, distance vision, and the ability to adjust focus.

**Work Environment:** The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The noise level in this environment is quiet to loud, depending upon the activity in the particular part of the day.

**The information contained in this job description is for compliance with the American with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position.**