

**Position Description**  
**Transition Coordinator (High School) 9/2010**  
(formerly titled School to Work Coordinator)

**QUALIFICATIONS:**

**A. Education**

- Bachelor's degree in Special Education, Vocational Education, Vocational Rehabilitation, Social Services or comparable area. Master's preferred.
- Certifiable by the State of New Hampshire in General Special Education or School Social Worker or Counselor.

**B. Experience**

- Ideal candidate will have 3 or more years experience working with young adults (ages 14-21) with Individual Education Plans and transition services.
- Knowledge of special education laws and procedures
- Knowledge of community resources
- Ability to collaborate with state and local agencies
- Ability to identify and assess explorations of work/career options specific to the community
- Ability to assess and match skills and interests to the level of students' needs

**C. Other Considerations and Requirements**

- Ability to work as an effective member of a high performing team.
- Maintains professional certification/s and industry knowledge.
- Excellent written and verbal communication skills. Ability to work with staff, students, parents, administration and community members in a collaborative and effective manner.
- Maintains valid driver's license and reliable transportation.

**REPORTS TO:**

Building Principal

**SUPERVISES:**

Students in job assignments.  
Job Coaches (paraprofessionals)

**JOB GOAL:**

To plan, coordinate and implement the transition programs and services of special education students. The School to Work Coordinator will monitor the development and implementation of individual transition plans to ensure that each identified student successfully transitions into post-secondary opportunities.

**PERFORMANCE RESPONSIBILITIES:**

**A. Essential Functions**

1. To plan and implement programs and services for students transitioning from school to adult life.

2. To assist Director of Special Services (as directed by the Director of Special Services or school administrator) in the planning, developing and implementation of long and short-term programs, projects and activities designed to enhance transition and post-school services.
3. Participates in inter-agency meetings with Vocational Rehabilitation, Area Agencies and similar groups for the purpose of coordinating transition activities for students.
4. Assists special education students and their families in completing Area Agency applications.
5. To collaborate with regular education teachers, special education teachers, guidance counselors, and other related school personnel regarding a student's transition needs.
6. To maintain comprehensive reports and data on student transition activity both on and off of the school campus.
7. To administer vocational and/or career assessments to students and interpret the results to families, students, and staff.
8. To provide information to families about transition related education and services, support networks, and post-school options.
9. To identify and facilitate appropriate modifications within the work, vocational training, or community environments.
10. Co-facilitates with case managers the transition process
11. Speaks to selected students in special education classes on process of completing interest inventories, conducting job searches, completing job applications, and the writing of resumes, as well as interviewing skills and follow-up activities; assists students in these activities.
12. Contacts and corresponds with the Department of Labor regarding approved worksites.
13. Trains and oversees district job coaches to do task analysis, analyze data, chart student progress and document work hours of the student.
14. Attends special education student meetings and staff meetings as appropriate.

**B. Other Functions**

1. Attends department, committee and staff meetings.
2. Attends professional development related to job responsibilities as approved.
3. Coordinates bus schedules with central office transportation coordinator for identified SPED students placed in worksite or job shadow positions.
4. Coordinates paperwork for the job development program including permission slips for students to participate in off-site activities.
5. Other duties as assigned by building principal/administrators/Director of Special Services.

**TERMS OF EMPLOYMENT:**

Days contracted as per the Master Agreement

**EVALUATION:**

In accordance with district procedures.

**PHYSICAL ACTIVITY REQUIREMENTS**

**Primary Physical Requirements:**

- |                                  |                       |
|----------------------------------|-----------------------|
| 1. Lift up to 10 lbs.:           | Occasionally required |
| 2. Lift 11 to 25 lbs.:           | Occasionally required |
| 3. Lift 25 to 50 lbs.:           | Rarely required       |
| 4. Lift over 50 lbs.:            | Not required          |
| 5. Carry up to 10 lbs:           | Occasionally required |
| 6. Carry 11 to 25 lbs:           | Occasionally required |
| 7. Carry 26 to 50 lbs:           | Not required          |
| 8. Carry over 50 lbs:            | Not required          |
| 9. Reach above shoulder height:  | Occasionally required |
| 10. Reach at shoulder height:    | Occasionally required |
| 11. Reach below shoulder height: | Occasionally required |
| 12. Push/Pull:                   | Not required          |

**Hand Manipulation:**

- |                            |   |
|----------------------------|---|
| 1. Grasping:               | Occasionally required                     |
| 2. Handling:               | Occasionally required                     |
| 3. Torquing:               | Not required                              |
| 4. Fingering               | Occasionally required                     |
| 5. Controls and Equipment: | Computer, telephone, copy and FAX machine |

**Other Physical Consideration:**

- |               |                       |
|---------------|-----------------------|
| 1. Twisting:  | Rarely required       |
| 2. Bending:   | Occasionally required |
| 3. Crawling:  | Rarely required       |
| 4. Squatting: | Rarely required       |
| 5. Kneeling:  | Rarely required       |
| 6. Crouching: | Occasionally required |
| 7. Climbing:  | Rarely required       |
| 8. Balancing: | Rarely required       |

**Work Surface (s):**

Standard office/school desk/tables and chair. Varies from carpeting, linoleum to tile.

**During the Work Day, Employee is Required to:**

	<u>Consecutive Hours</u>	<u>Total Hours</u>
Sit	<u>1</u> 2 3 4 5 6 7 8	1 2 <u>3</u> 4 5 6 7 8
Stand	1 2 3 <u>4</u> 5 6 7 8	1 <u>2</u> 3 4 5 6 7 8
Walk	<u>1</u> 2 3 4 5 6 7 8	1 2 <u>3</u> 4 5 6 7 8

**Cognitive and Sensory Requirement(s):**

- |                          |  |
|--------------------------|--|
| 1. Talking:              | Necessary for communicating with others.           |
| 2. Hearing:              | Necessary for receiving instructions and queries.  |
| 3. Sight:                | Necessary for doing job effectively and correctly. |
| 4. Tasting and Smelling: | Not required.                                      |

**Specific Vocational Preparation Requirements:**

- |   |              |
|---|--------------|
| 1. Short demonstration only                                   | _____        |
| 2. Any beyond short demonstration up to and including 30 days | _____        |
| 3. 30-90 days   | _____        |
| 4. 91-180 days  | _____        |
| 5. 181 days to 1 year   | _____        |
| 6. 1 to 2 years   | _____        |
| 7. 2 to 4 years   | <u>  X  </u> |
| 8. 4 to 10 years  | _____        |
| 9. Over 10 years  | _____        |

**Summary of Occupational Exposures:**

May be exposed to cleaning fluids and copier toner.

Other: Employee is typically able to sit and stand as needed.