

ELK GROVE UNIFIED SCHOOL DISTRICT

CLASS TITLE: TRANSITION SPECIALIST

BASIC FUNCTION:

Under the direction of the Director of Special Education, provide designated instruction, counseling and support, as it relates to post-secondary transition, to students with Individual Education Plans (IEP). Present students and families with information, assistance and advice concerning education, training and employment opportunities. Coordinate linkages to post-secondary agencies and support services. Collaborate with school site staff on transition focused curriculum and current transition laws related to the individual transition plan. Promote program goals through professional development and student/family outreach.

ESSENTIAL FUNCTIONS:

Provide direct instruction, counseling and support to students with individual education plans as it relates to post-secondary transition; provide students and families with information related to career interests, exploration, employment preparation and self-advocacy.

Provide individual and/or group transition counseling to students and families

Have understanding of post-secondary services available to specific populations of individuals with exceptional learning needs

Plan, organize and provide opportunities for students to explore training and employment options

Identify and facilitate appropriate modifications within students' training and work environment

Administer career assessments and inventories to assist in development of IEPs

Coordinate school and community work based learning opportunities and assist with linkages to post-secondary programs, services and supports

Communicate regularly with special education teachers regarding particular needs of individual students

Attend and participate in IEP and site team meetings

Conduct transition related workshops and provide transition related curriculum to special education staff

Promote understanding of laws, eligibility requirements and availability of transition services

Prepare and maintain records and reports related to the assignment

Perform related duties as assigned

DEMONSTRATED KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

IDEA and transition planning for students with disabilities
Community-based programs, school to work programs and agency linkages
IEP transition indicators
Transition plan development
Instructional planning for transition
Accommodations/modifications in general education
Behavior management
Formal and informal career inventories and assessments
State and district academic assessments
Job development/coaching procedures
Self-determination curricula
Assistive technology

ABILITY TO:

Work collaboratively with students, parents, educators, administrators, employers and agency representatives
Assist teachers to identify, in conjunction with the students, appropriate educational program plans
Provide students with IEPs with information, assistance and advice concerning educational and career opportunities
Match skills and interests of students to skills and demands required by employment settings
Lead students on tours of career exploration and training
Make referrals to other community resources, support groups and social service agencies as appropriate.
Use strategies for resolving differences that may arise in implementation of transition services
Assess student needs and develop viable plans and alternatives
Plan, prepare and conduct individual and group transition training sessions
Interpret, apply and explain rules, regulations, policies and procedures
Train and provide work direction and guidance to assigned staff
Prepare and deliver oral presentations
Complete work with many interruptions
Analyze situations accurately and adopt an effective course of action
Work independently with little direction
Meet schedules and time lines
Maintain confidentiality of sensitive and privileged information
Maintain records and prepare various reports
Establish and maintain cooperative and effective working relationships with others
Operate a variety of office equipment including a computer and assigned software
Maintain consistent, punctual and regular attendance
Sit or stand for extended periods of time
Hear and speak to exchange information and make presentations
See to read a variety of materials and monitor student behavior
Move hands and fingers to operate a computer keyboard
Use interpersonal skills such as tact, patience and courtesy

Use correct English, grammar, spelling, punctuation and vocabulary

Drive district van to transport students for career exploration

EDUCATION AND EXPERIENCE REQUIRED:

Any combination equivalent to: bachelor's degree

LICENSES AND OTHER REQUIREMENTS:

Valid Education Specialist Instruction Credential – Mild/Moderate or Moderate/Severe Disabilities **or**
Specialist Instruction Credential – Special Education/Learning or Severely Handicapped **or** Education
Specialist Credential – Language and Academic Development

Valid California Class C driver's license

WORKING CONDITIONS:

ENVIRONMENT:

Office and classroom environment

BOARD APPROVED: June 13, 2017