JOB DESCRIPTION

JOB TITLE: Transition Coordinator (Student Support Services)

<table>
<thead>
<tr>
<th>Position Type: Exempt</th>
<th>Department: Student Support Services</th>
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<tbody>
<tr>
<td>Salary Schedule: Exempt</td>
<td>Reports to: Director and Manager of</td>
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<td>Student Support Services</td>
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<td>Salary Range: 5</td>
<td>Date: December 15, 2017</td>
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<tr>
<td>Term of Employment: 12 months</td>
<td>Approved By: Human Resources</td>
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<tr>
<td>Shift: Day</td>
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POSITION SUMMARY:
Contributes to the Deer Valley Unified School District’s goal to plan and provide transition services for students with disabilities.

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

ESSENTIAL FUNCTIONS:
- Participates in fiscal planning and management activities associated with interfacing Youth Transition Program (YTP) with school budgets.
- Works collaboratively with the school district Personnel Department in hiring, supervising, and evaluating the YTP Transition Specialist(s).
- Communicates regularly with school district administrators and individual school administration(s) concerning the status of the YTP.
- Serves as school district liaison to ADES/RSA and the Arizona Department of Education (ADE).
- Establishes a public relations and marketing scheme that educates administrators, teachers, parents and students to the YTP.
- Oversees, develops and facilitates Deer Valley School District’s transition program for students with disabilities.
- Coordinates activities associated with the recruitment and screening of potential YTP students.
- Collaborates with the YTP team on procedures necessary for determining student eligibility.
- Assists the YTP team and the student in initial transition planning for eligible students.
- Orchestrates transition planning with students, YTP staff, parents, school district personnel, related support services, and appropriate adult services, providing peer mentoring and advocacy to students with disabilities.
• Identifies needs for school and community-based instructional programs in vocational, independent living, and personal/social content areas that complement the student’s job training goals.
• Identifies and analyzes student needs and serves as a liaison with local community job sites and post high school colleges and universities to develop a variety of appropriate training options for participating students.
• Implements a system for follow-up of any YTP student/client that are no longer receiving services through the YTP, or whose file may be closed by Vocational Rehabilitation (VR).
• Assumes a leadership role in the planning and documentation of all YTP team activities.
• Attends all training seminars offered by VR and ADE regarding YTP procedures and practices.
• Assumes responsibility for the marketing and public relations associated with YTP in the community, and assist statewide marketing at training seminars and conferences.
• Networks with school and community personnel providing employment and transition services similar to the YTP (e.g., JTPA, School-to-Work).
• Establishes procedures that ensure effective case management of YTP students by Transition Specialists.
• Implements record-keeping procedures that ensure proper documentation of YTP activities and that demonstrate collaboration between VR and the School, and maintain records and reports required for compliance with state, federal and administrative regulations.
• Helps evaluate the effectiveness of the program from the perspectives of relevant stakeholders, including students, parents, employers, schools and rehabilitation counselors.
• Collects data regarding programs and outcomes.
• Works with Educational Services to establish and follow district transition plan consistent with IDEA and state law and district policies.
• Develops handbooks, guidelines or other publications on the topic of transition for use by special education teachers, parents and/or students with disabilities.
• Possesses in-depth knowledge regarding transition plan requirements.
• Identifies and establishes partnerships within the community for transition opportunities for students with disabilities.
• Provides comprehensive staff training for transition compliance.
• Effectively determines and clearly communicates instructional goals.
• Displays understanding of the different approaches to adult learning and aligns them with instructional goals.
• Provides professional development for staff that is related to District goals that promote collaboration.
• Utilizes data to determine adult learning priorities.
• Recognizes the value of understanding the learning communities' interest and/or cultural heritage.
• Demonstrates knowledge of the alignment of curriculum with Arizona Academic Standards.
• Shows evidence of collecting, analyzing and disaggregating data for the purpose of improving student achievement and evaluating curriculum and instructional goals.
• Assists the staff in understanding and aligning the curriculum content standards.
• Recommends adjustment in curricular, assessment and instructional strategies resulting from the analysis of data.
• Utilizes technology in developing curricular, instructional, and assessment strategies.
• Displays awareness of resources.
• Has an accurate impression of the lessons’ effectiveness, the extent to which it achieved its goals, and can cite general references to support the judgment.
• Displays pedagogical knowledge as outlined in the Arizona State Professional Teaching Standards.
• Designs and achieves a yearly Professional Development Plan in conjunction with the primary evaluator.
• Participates in professional development activities.
• Helps to design and implement Professional Development Plans and/or assists teachers in achieving their goals.
• Uses the professional day in a productive manner.
• Completes assigned tasks and projects in a competent and timely fashion.
• Communicates and responds in a competent and timely fashion.
• Applies knowledge gained from professional development activities.
• Persists in seeking effective approaches for students and staff who need help.
• Works to develop a repertoire of leadership strategies.
• Communicates the mission, vision, and goals of District/school in multiple ways to appropriate audiences.
• Applies District policies and administrative procedures fairly and consistently.
• Adheres to legal and procedural guidelines (i.e. Board Policy, ELL, Special Education).
• Demonstrates receptivity to ideas, issues, and concerns presented by constituents.
• Must meet any additional specific job requirements as indicated by the school.

MARGINAL DUTIES:
• Assists other personnel as may be required for the purpose of supporting them in the completion of their work activities.
• Completes other job related duties as assigned by the supervisor.
• Provides substitute coverage as assigned by the supervisor on an as needed basis.
SUPERVISORY RESPONSIBILITIES:
- Supervises and evaluates any assigned paraprofessionals or aides.
- Supervises students.
- Supervises any assigned parent volunteers or chaperones.

OTHER SKILLS/ABILITIES/KNOWLEDGE/WORK STYLE:
- Demonstrates the ability and desire to provide outstanding customer service.
- Demonstrates the ability to effectively use technology as a tool for planning and implementing instructional strategies.
- Demonstrates the ability to work effectively under time constraints.
- Must be organized with the ability to multitask.
- Must be detail-oriented and self-motivated.
- Must have excellent memory and ability to function well under stress.
- Must be able to work independently with minimal supervision and/or assistance.
- Must demonstrate an extremely high regard for confidential and sensitive information.
- Must demonstrate flexibility, common sense, and good judgment.
- Must have ability to keep abreast of information pertinent to the job.
- Must maintain a well-groomed appearance.
- Must have a basic knowledge of computers.

CERTIFICATES, LICENSES AND REGISTRATIONS REQUIRED:
- Must have authorization to work in the United States as defined by the Immigration Reform Act of 1986.
- Must meet all Arizona Department of Education certification requirements.
- Valid Arizona Special Education Teaching Certification.
- Must attain SEI endorsement as required by Arizona Department of Education.

EDUCATION AND/OR EXPERIENCE:
- Must earn a Bachelor’s degree (BA) from a four-year college or university.
- Master’s degree (MA) preferred.
- Special education certification, cross categorical or MI/MO required.
- Experience working with high school students with disabilities, knowledge of IDEA, including compliance and transition, required.
- Experience at the high school level, three years minimum.
- Knowledge of transition and how it relates to IDEA.
- Experienced in writing transition plans.
- Background including vocational experience and grant writing preferred.
- Professional training and experience in vocational evaluation, rehabilitation counseling, special education teaching or areas related to results-based education.
- Experience in aligning special education and general education systems (curriculum, assessment, etc.) for student driven transition outcomes.
The job requires an individual to be able to perform these duties in a classroom environment as well as in the community career exploration, on-the-job training, and travel training skills.

Knowledge of school-to-careers transition planning, supported employment, competitive employment, and career and technical education options.

**LANGUAGE SKILLS:**
- Demonstrates the ability to read and interpret documents such as safety rules, operating and maintenance instructions, and procedure manuals.
- Demonstrates the ability to write routine reports or correspondence.
- Demonstrates the ability to speak effectively before groups of customers or employees of the organization.

**MATHEMATICAL SKILLS:**
- Demonstrates the ability to calculate figures and amounts such as discounts, interest, commissions, proportions, percentages, area, circumference and volume.
- Is able to apply concepts of basic algebra and geometry.

**REASONING ABILITY:**
- Demonstrates the ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists.
- Is able to read and interpret a variety of instructions and data furnished in written, oral, diagram, or schedule form.
- Utilizes student testing and related data to identify student strengths and weaknesses.

**PHYSICAL DEMANDS:**
- Regularly required to stand, reach with hands and arms, talk or hear and taste or smell.
- Frequently required to use hands to finger, handle, or feel objects, tools, or controls.
- Must be able to walk, and occasionally climb or balance; stoop, kneel, crouch or crawl.
- Must regularly lift and/or move up to 50 lbs.
- Must have close vision, distance vision, color vision, peripheral vision, depth perception, and ability to adjust focus.
ENVIRONMENTAL CONDITIONS:
- The noise level in the work environment is usually moderate.
- 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.

COMMENTS:
This job description is intended to be representative of the work performed by employees in this position and is not all-inclusive. The omission of a specific duty or responsibility will not preclude it from the position if the work is similar, related, or a logical extension of position responsibilities as defined by the supervisor.

This is a temporary management guide tool, subject to change.