



COORDINATOR IV: TRANSITION PROGRAMS SPECIAL EDUCATION

DEFINITION:

Under general direction of the Executive Director of Special Education, assist in the planning, development, organization, supervision, and implementation of programs and services pertaining to adult transition and career preparation.

ESSENTIAL DUTIES AND RESPONSIBILITIES include the following. Other duties may be assigned.

- Coordinate and administer all aspects of the special education student career preparation, transition services, employability and Adult Transition Programs
- Assist in the planning and implementation of policies, regulations, and procedures pertaining to the transition of special education students to adult services
- Serve as the District liaison to outside agencies as it relates to adults with special needs
- Coordinate services for secondary education programs for severely disabled students and their employment and/or community-based involvement
- Serve as the resource to District and site personnel for students in special education, specifically related to the Individual Transition Plan
- Serve as the administrator at Individual Education Program meetings
- Perform administrative duties and responsibilities for the Adult Transition Program
- Oversee and manage the Workability, Transition Partnership Project, and all other transition related grants
- Refer parents and students to appropriate social and youth service agencies
- Provide direction, supervision and support to certificated and classified staff
- Supervise and evaluate certificated and classified staff
- Act as a liaison to multiple state and local programs/agencies for at-risk and/or special needs students
- Conduct appropriate training for staff, parents, and other stakeholders
- Assess District student transition needs and pursue funding sources to meet those needs, including competitive and noncompetitive grants
- Oversee and manage assigned program budgets
- Support Special Education ESY program
- Perform other duties as assigned

QUALIFICATIONS GUIDE:

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed 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.

KNOWLEDGE OF:

Knowledge of laws, regulations, budgets, and administrative guidelines which affect special and regular education career preparation programs, curriculum, and guidance; community agencies to support student employability; Special Education regulations, mandates, and policies; student discipline, counseling, and conflict resolution; grant funding sources; secondary schools and career/vocational programs as it relates to students with special needs.

ABILITY TO:

Ability to plan and implement programs and services in the area of special education instruction; organize career/Transition assessment programs; communicate clearly orally and in writing; direct services for disabled students related to career development and transition; implement systems for ensuring that legal mandates are met; effectively evaluate certificated and classified personnel; direct due process activities; provide

supervision, direction, guidance, and oversight to assigned staff; establish and maintain positive relationships with multiple stakeholder groups; provide training to parents and staff; comply with the District's customer service standards, as outlined in Board Policy.

EDUCATION:

- Master's Degree in Special Education, school leadership or related field (preferred)

LICENSES/CREDENTIAL:

- Special Education teaching credential
- California Administrative Services credential
- Possession of a valid California driver's license

TRAINING AND EXPERIENCE:

Four years successful teaching experience in a secondary setting working with special needs students; three years of site or district level administrative experience.

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 sit and talk or hear. The employee is occasionally required to walk.

Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, 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 the work environment is usually moderate.

Revised: 9/2019