

Transition Specialist Job Description



D127 STUDENTS AND STAFF ARE...



LOCATION: Assigned Building

DEPARTMENT: Special Education

REPORTS TO: Director of Special Education

TERM: 10 MONTH FULL TIME UNION

Qualifications: Valid Illinois Professional Educator License with an LBS1 endorsement. An LBS2 Transition Specialist endorsement is preferred. Qualified applicants must possess a valid Illinois driver's license and transportation to travel to various job sites and between schools.

The Transition Specialist provides post high school planning for individuals with disabilities in the areas of education, employment, and independent living. This position is responsible for collaboration within the school and community in regards to services for individuals with disabilities. This position also provides students with vocational experiences that may prepare students for employment opportunities in the community.

Specific Roles and Responsibilities of this position include:

1. Effectively provide guidance and mentoring for the development of person centered transition plans that reflect Indicator 13 compliance (i.e. educational training, vocational training, and life skills).
2. Build and maintain relationships with state and local community groups and agencies to ensure appropriate services for students with disabilities.
3. Collaborate with community resources to establish customized work experience and shadowing opportunities for students as well as maintain ongoing transition resources and effectively communicate these resources with staff.
4. Evaluate students' educational services, in partnership with case managers, to determine relation post-secondary goals and ensure integration with IEP goals.
5. Coordinate the administration of age appropriate transition assessments for all students with IEP's. Assist the IEP team in translating the assessment data into student goals, the development of post-secondary plans, and suggested practice for meeting the goals.

6. Provide guidance and mentorship in the development and implementation of student centered Transition/IEP meetings. Assist staff in the development and implementation of student centered transition/IEP meetings.
7. Promote the inclusion of related service providers in the school as key members of the Transition Team. These individuals include, OT, PT, Speech, Social Work, Psychologists, Guidance Counselors and School Resource Officers.
8. Advocate for community integration and least restrictive environments in transition planning.
9. Plan, implement and/or provide access to trainings, resource fairs, career fairs, tours and events to promote transition activities.
10. Network with businesses to promote effective school-community partnerships.
11. Provide information and training to families on the transition planning process.
12. Map timelines and resources for families to access post high school services.
13. Be a liaison for District 127 with Lake County Tech Campus, Department of Rehabilitation Services, College of Lake County, SEDOL and Lake County Workforce Development on behalf of individuals with disabilities.
14. Assist in orientation activities and provide information around transition planning for incoming freshman students and their families.
15. Coordinate and complete Indicator 14 Post School Outcomes Survey as determined by ISBE.
16. Assist in the creation of person centered transition plans for students that are staying past graduation but whose needs are not met in the available formalized transition programs.
17. Maintain membership in professional organizations which represent best practices in transition services. (i.e. Council for Exceptional Children, ACTE; APSE, etc.). Attend trainings and conferences as appropriate.
18. Represent District 127 with a high degree of professionalism in all community interactions.
19. Other duties as assigned by the Director of Special Education.

Knowledge/Skills/Abilities:

- Thorough understanding of IDEA and transition planning for students with disabilities
- Thorough knowledge of community based programs, school-to-work programs and agency linkages
- Ability to work collaboratively with students, parents, educators, administrators, employers and agency representatives
- Possess outstanding organizational and communication skills (written and verbal)
- Ability to provide leadership for teachers in transition-related issues
- Ability to provide professional learning related to transition
- Possess a positive attitude
- Ability to listen, communicate and work well with a diverse group of individuals and students