

**Richland Parish School Board
Job Description**

TITLE: Special Education Transition Facilitator

MINIMUM QUALIFICATIONS: United States citizen or authorized alien with the physical and mental stamina and ability to perform performance and professional responsibilities.

QUALIFICATIONS: Must hold a Master's Degree from a regionally accredited institution and hold a valid Type A or Level 1 or 2 Louisiana Teaching Certificate. Must possess a work history which demonstrates awareness of transitional issues which students with disabilities will face when exiting high school and entering post-secondary education or the workforce.

REPORTS TO: Supervisor of Special Education

JOB GOAL: To coordinate school transition services through counseling activities, working with students and their families, agencies, employees, trainers, and teachers

TERMS OF EMPLOYMENT: 9 Month

EVALUATION: Performance Evaluation, annually

COMPENSATION: Adopted RPSB Certified Salary Schedule

PERFORMANCE RESPONSIBILITIES:

1. Analyze assessment and discipline data to evaluate implementation and effectiveness of job related activities.
2. Assist teachers in writing appropriate ITPs and IEPs to enable students to live, work, and recreate as independently as possible in their local communities.
3. Assist teachers in planning strategies and developing special teaching techniques to accomplish IEP goals and objectives.
4. Review and Submit IEPs to the SER system.
5. Serve as the primary point of contact for assigned schools.
6. Seek out and work with outside agencies which have the potential for providing assistance in transition activities for secondary students.
7. Assist in developing interagency agreements regarding transition services with appropriate agencies.
8. Assist in securing materials and supplies for teachers as called for in the IEP/ITP.
9. Assist teachers in developing community training opportunities which are functional, provide practical skills, are directed to adult outcomes, and are chronologically age appropriate for the students.
10. Assist families to extend their capabilities to assist their child to optimize their adult life, i.e., to be able to live and work in typical communities with support if necessary.
11. Provide in-service training to special education personnel on state-mandated bulletins, policies, and procedures.

12. Coordinate and monitor implementation of existing and newly implemented Federal, State, and Local regulations. Provide in-service training on these regulations to regular and special education personnel as necessary.
13. Provide individual/group counseling services as a related service as needed for transition students.
14. Assist with inservice training for special education staff, other school personnel, parents, and outside agencies.
15. Assist in conducting in-depth monitoring reviews of the special education program.
16. Maintain necessary records and data for reports.
17. Implement, assist with, and/or ensure application of all components of the approved curriculum.
18. Use all available resources (staff, administrators, parents, materials, etc.) to devise and/or assist with intervention plans for students failing to progress at an acceptable pace with their class and/or peer group.
19. Serve on special committees (e.g., 504, Student Well-Being, SBLC, Pupil Progression/IAIP, Crisis, Dyslexia) as required by School Principal or district administration and perform related work as required. Attend 1 of 3 SEAC meetings per year.
20. Assist Special Education Coordinator in supporting, implementing, and ensuring application of district initiatives.
21. Assist in improving the instructional program through classroom observation, visitation, and department meetings.
22. Oversee special education students assigned to virtual and/or alternative learning settings in a variety of academic subjects and other learning activities, including implementing IEPs and monitoring teachers to ensure they are following the guidelines to ensure SPED compliance.
23. Serve as coordinator of Extended School Year Services (ESYS):
 - a. Train district staff and teachers regarding ESYS data collection,
 - b. Train district staff and teachers in ESYS screening and completion of forms, and
 - c. Plan for programming and personnel for ESYS and report to the Special Education Coordinator.

PROFESSIONAL RESPONSIBILITIES:

1. Maintain professional personal appearance and demonstrate respect for colleagues.
2. Attend work regularly; report to work on time; and provide advance notice of need for absence.
3. Complete work efficiently and accurately (with few/no errors) within deadlines without supervision.
4. Perform job responsibilities consistently, use time wisely, plan properly, take care of materials and equipment.
5. Maintain confidentiality and demonstrate trustworthiness; exercise good judgment.
6. Support, implement, assist with, and/or ensure application of district initiatives and other programs or directives of the Superintendent and Board.
7. Keep the direct supervisor informed of the progress being made in the area(s) of responsibility.
8. Report to the Richland Parish School Board as needed or directed.
9. Keep abreast professionally by attending local, regional, state, or national meetings and/or staff development that address area(s) of responsibility as directed by the supervisor.
10. Complete and submit all forms, reports, documentation, and training by required dates and in

accordance with district policies and procedures.

11. Remain open to suggestions and innovative ideas; receive and apply feedback.
12. Demonstrate competence in areas of responsibility.
13. Exert every effort to constructively involve stakeholders in all professional settings.
14. Communicate appropriately and work effectively with all populations.
15. Exhibit desirable qualities such as commitment to job responsibilities, enthusiasm, cooperation, sense of humor, creativity, tact, positive attitude/work ethic, dependability, punctuality, self-discipline/control, poise, voice control, effective nonverbal communication, a professional appearance, initiative, and a genuine concern and interest for others.
16. Follow the specific requirements established by the School Board (LEA), State Department of Education (SDE), the State Board of Elementary and Secondary Education (SBESE), and/or Federal regulations and guidelines established by each.
17. Perform any duty, not specifically assigned, as deemed necessary by the assigning authority in order to maintain continuity where needed.

While the operation of the Richland Parish School Board and its schools is governed by the provisions of this and all other policies, as well as the procedures of the individual schools, no policy manual can list each and every instance of misconduct that is precluded. Accordingly, employees are cautioned that the appropriateness of certain action or behavior must necessarily be dictated by the nature of the position held by the employee and commonsense. By virtue of one's education and experience, an employee knows and understands that certain actions or conduct are unacceptable even in the absence of formal policy. For instance, without the need of a specific prohibition or warning, a classroom teacher should be aware of the impropriety of certain practices such as leaving students unattended, using profanity or sexually suggestive language or bringing a firearm onto campus. Such conduct constitutes both incompetence and willful neglect of duty and will result in the imposition of discipline up to and including termination.

I certify that I have reviewed and understand each requirement and that I am capable of meeting each and every requirement.

Employee Printed Name: _____

Employee Signature: _____

Date Signed: _____