

North Kingstown School Department

FUNCTIONAL JOB DESCRIPTION

Job Title:	Secondary Special Education and Transition Coordinator
Department:	North Kingstown High School
Reports to:	Assistant Principal for Student Services; Director of PPS
Supervises:	N/A

Description of job:

SUMMARY OF RESPONSIBILITIES:

Responsibility for a range of duties contributing to the efficient organization of Evaluation Team meetings, 504 meetings and transition services at North Kingstown High School including assisting with scheduling of meetings, coordinating team members, completing legal paperwork with fidelity, understanding of RIDE IDEA and Special Education laws. Strong demonstrated knowledge/experience with Special Education, organizational skills, professional communication, and advocacy skills. Proficiency in Google documents, Word, Excel, and Publisher is essential.

ESSENTIAL FUNCTIONS:

1. Receive referrals, maintains timelines, schedules initial and follow-up meetings, sends notices to parents and staff, complete necessary paperwork, including meeting minutes for all Special Education referrals to the Evaluation Team (ET).
2. Acts as LEA for all students referred by ET for Special Education evaluation.
3. Completes all education evaluations for students referred by ET.
4. Receive referrals, maintains timelines, schedules initial and follow-up meetings, sends notices to parents and staff, complete necessary paperwork, including meeting minutes for all 504 referrals to the Evaluation Team (ET) under the supervision of the Assistant Principal of either Teaching and Learning or Student Services dependent on the nature of accommodations.
5. Case manage current 504 plans, write and updates plans as needed, and coordinate services with appropriate guidance counselors all under the supervision of the Assistant Principal of either Teaching and Learning or Student Services as appropriate. All accommodations/changes must be approved administratively.
6. Act as the LEA for all IEP meetings at the high school. Complete all paperwork, including meeting minutes, associated with annual reviews, re-evaluations, etc. in a timely manner in coordination with case managers, Special Education Department Chair, and Assistant Principal(s).
7. Coordinate referrals to outside adult services agencies (ORS, DDD, Perspectives, RHD, Southern Region Transition Center, etc). Ensure that referrals, releases and records are forwarded in a timely manner. meet with parents as needed to review timelines and assist with completing paperwork/applications for post-secondary programs and funding.
8. Serve as the district's representative to Transition Advisory Council (TAC). Represent NKHS at the regional TAC meetings held monthly. Attend statewide meetings as well as appropriate transition related conferences. Disseminate information to district staff regarding transition related topics. Provide professional development to High School and Middle School staff as requested. Represent district in RIDE transition initiatives. Facilitate the writing and implementation of the district's annual Transition plan and maintain the online program which monitors the goals and progress towards completion.
9. Serve as district's lead in initiatives led by Pupil Personnel Services
10. Serve as the district's Self-Determination Learning Model of Instruction Coach (SDLMI). Attend monthly meetings and supervise teachers participating in the program run through RIC's Sherlock Center. Ensure

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that all paperwork is completed in a timely manner, observe regularly and complete fidelity worksheets for each teacher as directed by the program.

11. Serve as the Transition Coordinator for the NKSD. Ensure that the District's teachers have professional development that leads to the improvement and compliance of regulations when writing transition IEPs. Develop scope and sequences of transition related assessments and activities, materials for use in self-directed IEPs, and maintain a system for documenting assessments and activities in compliance with Indicator.
12. Maintain updated professional development in the compliance and best practices associated with the implementation of student centered planning (MAPS) and the requirements of the Consent Decree between the State of RI and the Justice Department outlined in Career Development Plans. Ensure that the district's teachers are adhering to the policies set forth by RIDE regarding the implementation of Career Development Plans.
13. Participate in IEP meetings and regular progress reviews to ensure that NK students who are placed in out of district placements are receiving opportunities for community based vocational experiences and other activities outlined in the Career Development Plan.
14. Process all applications for accommodations on PSATs, SATs an AP exams, (obtain release, complete on-line application, coordinate with SAT coordinator accommodations needed for all College Board testing).
15. Respond to parent phone calls/e-mails in a timely professional manner.
16. Assist support personnel (Teacher of the visually impaired, travel training teacher, ORS counselors, etc.) arrange field trips and meetings as necessary.
17. Case Manage parentally placed high school aged students by scheduling IEP meetings, completing evaluations and transition assessments, as needed, and writing IEPs.
18. Maintain a department calendar for all meetings held at HS.
19. Develop a system to ensure that records are maintained confidentially, that original documents are sent to PPS, that documents are sent to parents in a timely manner and that PPS files are requested and returned with Student Services Clerk.
20. Maintain database and schedule Behavior Manifestation Determination meetings for students who have been suspended.
21. Train special educators on the use of new testing materials.
22. In conjunction with the Regional Transition Coordinator, RIDE and NTACT, maintain a multi-year data base documenting transition related activities for all students with IEPs. (Purpose of the data base will be to correlate appropriate transition related activities with improved long term post-secondary outcomes as documented in Indicator 14.)
23. To coordinate and implement with the Regional Transition Coordinator, a parent information/education program to improve parent participation in the Transition IEP process.
24. To coordinate with the Jamestown Special Education Director, referrals, IEP meetings and 504 Plan meetings as needed. To plan and give an annual tour of the building to incoming 9th grade students at the end of the 8th grade year.
25. To meet regularly with the Special Education Department Chair and High School Administrator in charge of special education department.
26. Attend IEP meetings for Out of District students as directed by PPS.

Requirements (as listed in current job description):

As LEA, the individual must hold a current RIDE Special Education certificate reflecting certification at the middle/secondary levels. In addition, the individual must be competent in the following areas:

- Individual test administration, scoring and report writing

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- Competent in a variety of the specialized tests used to assess and evaluate students
- Competent in a variety of subject area diagnostic tests used
- Able to interpret test data to describe student levels, strengths and weaknesses
- Able to answer and guide special education teachers in test administration, scoring and report writing
- Competent about the requirements of Career Development Plans and the Consent Decree and other transition related services
- Competent to be able answer and guide transition activities with middle schools
- Well-versed in RIDE Basic Education graduation requirements

Protective Personal Equipment:					
Classification:	Sedentary:	Light: x	Medium:	Heavy:	Very Heavy:
Classification Key:					
<i>Sedentary – Exerting up to 10 lbs. of force occasionally; negligible amount of force frequently to lift, carry, push/pull or otherwise move objects;</i>					
<i>Light – Exerting up to 20 lbs. of force occasionally and/or 10 pounds of force frequently or negligible amounts of force constantly to move objects;</i>					
<i>Medium – Exerting 20 lbs. – 50 lbs. of force occasionally; 10 lbs. – 20 lbs. frequent; and/or greater than negligible up to 10 lbs. of force constantly to move objects;</i>					
<i>Heavy – Exerting 50 lbs. – 100 lbs. of force occasionally; in excess of 50 lbs. frequently; 10 lbs. – 20 lbs. of force constantly to move objects;</i>					
<i>Very Heavy – Exerting in excess of 100 lbs. of force occasionally; and/or in excess of 50 lbs. of force frequently; in excess of 20 lbs. of force constantly to move objects.</i>					
Driving Requirements:		None: x	Manual:	Automatic:	

Work Environment			
Floor Surface:	Tile and/or carpeting		
Inside:	100%	Outside:	
Lighting:	Incandescent or Fluorescent		
Vibration:	N/A		

PHYSICAL DEMANDS

LIFTING						
Maximum weight lifted: up to 50 pounds occasionally						
WEIGHT	Never	Occasionally	Frequently	Constant	Heights	Description of object
0 – 10 lbs.		X				
10 – 20 lbs.		X				
20 – 35 lbs.	X					
35 – 50 lbs.	X					

CARRYING						
Maximum weight carried: up to 50 lbs.						
WEIGHT	Never	Occasionally	Frequently	Constant	Distances	Description of object
0 – 10 lbs.		X				
10 – 20 lbs.		X				

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20 – 35 lbs.	X					
35 – 50 lbs.	X					

PUSHING/PULLING						
Maximum push/pull: 10 pounds						
WEIGHT or FORCE	Never	Occasionally	Frequently	Constant	Distances	Description of object
0 – 10 lbs.		X				
10 – 20 lbs.	X					
20 – 35 lbs.	X					
100 + lbs.	X					

ACTIVITY	Never	Occasionally	Frequently	Constant	Comments
Sitting			X		
Standing		X			
Walking		X			
Bending		X			
Twisting		X			
Crawling	X				
Kneeling		X			
Squatting		X			
Climbing	X				
Reaching – Vertical		X			
Reaching – Horizontal			X		
Grasping			X		
Pinching		X			
Manual Dexterity			X		
Fine Dexterity		X			

FREQUENCY KEY: Never (0%); Occasionally (0 – 33% of shift); Frequently (34-66% of shift); Constant (67 – 100% of shift)

Qualification Requirements:

To perform this job successfully, an individual must be able to perform each of the above noted essential duties with proficiency. 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.

Education and/or Experience:

A minimum of a Bachelor’s Degree in Special Education. Consideration given to Master’s Degree level in Special Education, Education or Administration.

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Team Based Skills:

Capable of working professionally and collegially with all levels of administration, faculty and staff. Must have demonstrated experience with leading a team, handling challenging situation and leadership.

Technological and/or Technical Skills:

Technological proficiency in major computer software including Microsoft Office (Word, Excel, Publisher), Google Calendar, Google platform, SAMS and Aspen. and ability to learn operation of state assessment online testing software.

Communication Skills:

Capability of responding simultaneously to a variety of requests from internal colleagues, of maintaining sensitivity to needs of parents, students and community members, and of ensuring overall satisfaction as a primary objective. Strong communication skills (spoken and written), including excellent phone courtesy.

Planning Skills:

Ability to prioritize needs and respond to requests in an organized and timely fashion. Must be able to organize a calendar far in advance and have appropriate stakeholders in attendance at all meetings.

Interpersonal and Problem solving skills:

Ability to interface with parents, students and members of the public in a helpful, efficient and professional manner; ability to effectively handle public complaints and issues using an effective problem-solving approach. Ability to maintain complete confidentiality on all school, administrative, family and student issues.

Terms of Employment:

Per the North Kingstown National Education Association Contract

Evaluation:

Performance of this job will be evaluated in accordance with the North Kingstown Educational Support Professionals Contract.

Date: March 2017