



Board of Education of the City of St. Louis
CAREER OPPORTUNITY

Position Title:	Special Education Transition Coordinator
Payroll/Personnel Type:	12 Month
Job #:	8755
Reports to:	Director of Special Education
Shift Length:	8 Hours a Day
Union Eligibility:	Not Eligible

Position Summary:

The primary function of the Special Education Transition Coordinator ensuring the successful transition of students that currently have an educational diagnosis as classified under IDEA from the District's therapeutic behavioral school and other programs to their least restrictive environments with appropriate social-emotional supports. The Transition Coordinator creates agency between students and parents/guardians with the receiving schools' administration, educational and support staff, and identified related service providers to ensure a more effectual and sustainable transition. The Transition Specialist also provides behavioral observations and interventions, conducts functional behavior assessments (FBA), assists staff in developing behavior intervention plans (BIP) and strategies, and consults with school personnel and parents as directed by the Office of Special Education. The Transition Coordinator also oversees the activities of the Special Education Behavior Therapists providing behavioral health services to identified students with an educational diagnosis, generate and implement programs to remediate social-emotional behavioral problems, and consult with school personnel and parents as directed by the Office of Special Education.

Essential Functions:

- Participate in the Special Education Process by assisting IEP teams with the transitioning of identified students to their least restrictive environment (LRE), and coordinating initial parent/guardian and student meetings with the receiving school's administration, teachers, staff members, and other key staff members who will support the student in the new environment
- Work as a liaison between the sending and receiving schools' IEP teams in identify strategies successful in the previous setting that can be implemented in the new setting, and developing alternative strategies that are fitting and relevant for transitioning students to their LRE and new school setting
- Connect students and parents/guardians with administration and all stakeholders, identify strategies to address and alleviate behavioral challenges that have a potential to lead to severe disciplinary action
- Assist receiving school staff in developing and maintaining home-school relations in support of transitioning students, and to better manage potential crisis situations
- Provide IEP teams with monitoring systems to track students' progress, and that accurately reflect data-driven outcomes in response to the District's Transition Plan
- Counsel with case managers and teachers to assist in making professional changes for adjustment in the classroom environment
- Help parents understand and address their children's social-emotional behavioral needs; discuss and interpret the findings and recommendations of psychiatric evaluations
- Plan and confer with Special Education case managers and IEP team members in conducting functional behavioral assessments (FBA)



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- Assist Special Education case managers and IEP team members in the development and implementation of behavior intervention plans (BIP), strategies, and classroom management tools for individual students
- Oversee the Behavior Therapists as implementers of therapeutic counseling and behavioral health services, and address specific social-emotional behavioral needs as identified through the IEP team process
- Supervise the Special Education Transition (SET) Programs in elementary and middle school settings, the student referral and assignment process, and transitioning students to the LRE and setting and works as part of the IEP team to re-integrate students in the SET programs when necessary and appropriate into the LRE
- In-service and educate school personnel on the SET and therapeutic counseling referral process and assignment process
- Consult school personnel on interventions and strategies on how to help children with stress management, self-esteem issues, self-worth and other issues associated with emotional health
- Support the Behavior Therapists as members of the IEP team addressing the behavioral health concerns and needs of students identified with an educational diagnosis under IDEA
- Oversee the Behavior Specialists' caseload assignments for therapeutic/contractual counseling and SET programs
- Monitor the Behavior Therapists' scheduling and documentation of services provided to students for the purposes of Medicaid billing through the District's vendor
- Provide mental health services for the Office of Special Education with a practitioner's knowledge of childhood psychiatric disorders and symptoms
- Interprets and communicates mental health needs to school personnel; consult and assist in programmatic issues and/or program development
- Follow up with process coordinators, principals, parents, and other professionals for ongoing planning and support
- Develop and maintain a productive weekly schedule for purpose of completing reports, instructional activities and other duties
- In-service staff as directed by Director of Special Education
- Provide training to school staff in the areas of behavior management
- Assist in the planning, organization and implementation of professional development training power points, workshops, in-service related to behavior management
- Continue professional growth through educational meetings, trainings and professional development opportunities
- Perform other such duties as assigned by the Director of Special Education/Program Director respectfully

Knowledge, Skills, and Abilities:

- Evidence of good oral and written communication skills
- Knowledge of federal laws and state regulations governing Special Education
- Driver's license and vehicle for travel among schools
- Computer skills, ability to use and assist others with computerized IEPs
- Ability to work independently, schedule and utilize time to best serve the needs of the assigned area
- Write effective reports regarding behavior interventions and data collected as part of the services delivered



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- Conduct effective training in the area of Behavior Management
- Knowledge of effective classroom management techniques
- Knowledge of behavior intervention strategies

Experience:

- Minimum of five (5) years' experience working directly with students with challenging behaviors in a school or clinical setting (required)
- Experience with child and adolescent mental health and individual/group counseling with children (preferred)
- Leadership experience in previous role
- FBA/BIP

Education:

- Master's Degree from an accredited college or university in the areas of Social Work, Counseling, or Psychology (required)
- Licensed Clinical Social Worker or Licensed Professional Counselor in the state of Missouri or meets State educational licensing standards and is able to work under supervision towards license as a Licensed Master Social Worker or Provisional Licensed Professional Counselor (required)

Physical Requirements:

- Must be physically able to operate a motor vehicle
- Must be able to exert up to 10 pounds of force occasionally, and/or a negligible amount of force constantly to lift, carry, push, and pull or otherwise move objects, including the human body
- Light work usually requires walking or standing to a significant degree

Working Conditions and Environment:

- Work is routinely performed in a typical interior/office environment
- Very limited or no exposure to physical risk

Disclaimer:

The information contained in this job description is for compliance with the Americans with Disabilities Act (ADA) and is not an exhaustive list of the duties performed for this position. Additional duties are performed by the individuals currently holding this position and additional duties may be assigned.

Review/Approvals:

Employee

Date

Immediate Supervisor

Date



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Human Resources

Date

In connection with hiring for this position the district shall not discriminate against any employee or applicant for employment because of race, religion, color, sex, sexual orientation, age, disability, veteran status or national origin.