



Community Unit School District 303

201 S. 7th Street, St. Charles, IL 60174-2664 • (331) 228-2000 • www.d303.org

Position: Special Education Department Chair: Transition Program (Age 18-22)

Reports to: Director of Student Services

Minimum Qualifications: Bachelor's Degree in Special Education, Illinois certification, LBS1 or Special Education endorsement. Administrative license required including PERA Teacher Evaluator Training. 5 years of teaching experience in a Transition Program. Transition certificate preferred, but not required. Familiarity with a wide range of disabilities with expertise in Emotional Disabilities, Intellectual Disabilities, and Autism.

Program Description: Transition programming serves young adults in post-secondary environments such as educational, vocational, and community settings. This program provides transition services to young adults ages 18-22 as recommended by their Individualized Education Plan (IEP) team.

Duties may include, but are not limited to the following:

1. Lead the implementation of curriculum, support the ongoing implementation of curriculum with fidelity, and ongoing evaluation of curriculum, instruction, resources, and programming.
2. Provides leadership to Transition staff on all aspects of the IEP process including compliance and serving as the Local Educational Agent during IEP meetings.
3. Collaborate with the PLC leader to support the implementation of PLCs;
4. Model, coach, and evaluate (as assigned by the Director of Student Services) teachers and support staff within the department;
5. Facilitate vertical articulation with the high school special education departments;
6. Demonstrates knowledge of assessment methods, techniques, and tools for transition age special education young adults.
7. Works collaboratively with the Work Based Learning Specialist to provide supervision, modeling, and support at work training sites.
8. Supports instructional team with the development of instructional plans to facilitate independence in hygiene including personal care, toileting, and mealtime support when appropriate.
9. Supports instructional team with positioning, transfers, and non-violent crisis intervention when appropriate.
10. District liaison to Kane County Adult Service Agencies.
11. Collaborate with the Director of Student Services throughout the hiring process;
12. Provide professional learning aligned with the direction of the CAI work, SIP goals, or district initiatives as deemed necessary;
13. Establish and maintain a culture of continuous improvement, innovative learning, and collaboration aligned to the district and school vision and SIP goals;
14. Serve as a department resource for other departments, SST, parents, and administration;
15. Collaborate with the Director of Student Services regarding the master schedule (ex., teacher, class and room assignments, student placement); assignments for student teachers; communicate facility concerns
16. Help to resolve substitute teaching issues that arise;
17. Maintain department budgets;
18. Organize student recognition, open house, and parent coffeehouse activities;
19. Establish and maintain a department culture of collegiality, collaboration, and professional development;
20. Address actions and attitudes inconsistent with school goals and vision in conjunction with the Director of Student Services;



Community Unit School District 303

201 S. 7th Street, St. Charles, IL 60174-2664 • (331) 228-2000 • www.d303.org

21. Plan and lead department meetings focused on improving student learning and staff professional development (school and districtwide);
22. Other duties as assigned

Mental Demands/Physical Demands/Environmental Factors:

Tools/Equipment Used: Standard office equipment including personal computer and peripherals.

Posture: Frequent sitting and standing; occasional bending/stooping, pushing, pulling, and twisting.

Vision: Abilities required of this position include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.

Motion: Frequent movement throughout the work environment. Repetitive hand motions; frequent keyboarding, use of mouse, and occasional reaching.

Lifting: Occasional light lifting and carrying less than 20 pounds

Environment: May work prolonged or irregular hours

Mental Demands: Have the ability to solve complex problems in situations where only limited standardization exists. Ability to interpret instructions provided through written and oral form. Ability to work with frequent interruptions and maintain emotional control under stress.

**The mental demands, physical demands, and work environment characteristics are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to allow an employee with disabilities to perform the essential functions.*

All district employees are expected to maintain a high level of ethical behavior and confidentiality of information regarding students, personnel, and all job-related matters. In addition, all staff are expected to serve as a positive role model and work to ensure a safe building environment.

The above statements are intended to describe the general nature and level of work being performed by staff assigned to this classification. They are not to be construed as an exhaustive list of all responsibilities, duties, and skills required of personnel so classified.