

The SHOSHONE-BANNOCK TRIBES



FORT HALL INDIAN RESERVATION
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Fort Hall, ID 83203

HUMAN RESOURCE DEPARTMENT
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JOB ANNOUNCEMENT

TITLE: SPECIAL EDUCATION TRANSITION COORDINATOR
DEPARTMENT: SHOSHONE-BANNOCK SCHOOL DISTRICT #537
WAGE: \$26.94 – \$30.18 G14-15/ S1-3
OPENS: February 7, 2022
CLOSES: UNTIL FILLED

Attach ALL supporting documents, including: Tribal enrollment, honorable discharge, educational attainment, professional certification, license, and other relevant documents to verify eligibility for job qualifications and preference. INCOMPLETE APPLICATIONS MAY BE SCREENED OUT.

GENERAL STATEMENT

The Special Education/Transition Coordinator shall ensure compliance to established Special Education policies, procedures and/or regulations; develop Individual Transition Plans (ITP) as required; and address other duties and processes required to maintain the school's Special Education program of services.

SUPERVISION

The coordinator will be under the direct supervision of the District Administrator or School Principal of the Shoshone-Bannock School District #537.

DUTIES AND RESPONSIBILITIES

1. Overseeing/managing the caseload of special education students and the implementation of their IEP/504 plans in: inclusive, self-contained and pull-out settings.
2. Ensuring appropriate delivery of both special education instruction and related services as stipulated on IEP/504 plans.
3. Ensuring compliance by the school with all local and Federal laws and regulations relating to students with IEP/504 plans and students referred to special education.

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4. Ensuring that services provided by contractual personnel are of high quality, provided in the LRE, and are aligned with students' IEP/504 plans.
5. Effectively communicating to parents and guardians the special education process including process for referrals, evaluations, annual IEP/504 plans, and re-evaluation as well as parental rights granted by IDEA.
6. Facilitating IEP/504 meetings using a strengths-based and family centered approach.
7. Coordinating with student's special education team to ensure all documents are completed in a timely manner (according to BIE, Federal, State, and school policies and procedures) prior to MDT meeting. Connect with special education team to ensure all team members (including parents/guardians) are prepared for the content of the meeting.
8. Maintaining student files (paper and electronic) according to school and BIE standards.
9. Provide training and technical assistance to teachers, related service providers and support service professionals on all aspects of case management: use of computer systems for the special education process, goal writing, progress reports, annual reviews, and parent communication.
10. Ensuring IEP/504 plans are developmentally appropriate, curriculum/standards-based, strength based, and relevant to individual students.
11. Working to maintain the school's tracking and data system that includes student information related to IEP/504 plans, Behavior Intervention Plans (BIP), services, service hours, evaluations, Multi-Disciplinary Team (MDT) referrals, timelines in which evaluations were completed and discipline incidents documented.
12. Supporting the planning of special education initiative and the implementation of initiatives. Integrates new developments, research findings and best practices into ongoing programs and new initiatives.
13. Representing Shoshone-Bannock Jr / Sr High School as a subject matter expert in contact with outside agencies and organizations including BIE.
14. Overseeing special education inventory of equipment/materials.
15. Identifying and develops appropriate curriculum and school-based assessments to support the academic growth of students with IEP/504 plans.
16. Gathering and reporting data for all reporting requirements concerning students with IEP/504 plans and other required reports (BIE, grant applications, annual report, etc.).
17. Maintaining a high level of knowledge regarding developing special education issues such as changes in federal and local special education policy.
18. Establishing and maintaining communication with parents/guardians of students in the program.

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19. Facilitating workshops/meetings for parents/guardians, as well as identifying resources for parents of students with special needs.
20. Engaging parents/guardians and families in their student's learning and acting as an ambassador for the school in the community.
21. As appropriate connecting with student's outside providers, physicians, and therapists to support student's needs in classroom.
22. Coordinate ESY program.
23. The coordinator will attend other regularly scheduled school and leadership team meetings to advocate for special education.
24. The coordinator will plan, develop, and conduct regular special education department meetings.
25. The coordinator will develop and monitor schedules of all special education and related service professional and paraprofessional staff.
26. The coordinator will supervise and evaluate special education staff at Shoshone-Bannock Jr. / Sr. High School as required.
27. Assist with maintaining up-to-date career transition files for each student; develop portfolios, containing documents for all High School Special Education students as required for transitional planning.
28. Provide job coaching as a related service to students as indicated on the students' IEP.
29. Assist with the completion of career development assessments for students at all grade levels, share results with students, parents, guardians, MDT members and appropriate agency representatives.
30. The coordinator will develop a students' Individual Transition Plan (ITP) for Sophomore Special Education students so that they are college or career ready when they graduate. The ITP will be reviewed yearly during the IEP/504 review process.
31. Participates and facilitates Manifestation Determination Reviews.
32. Performs related duties as assigned by the school principal or district administrator.

QUALIFICATIONS

1. A Master's Degree or higher-level degree from an accredited college or university in Special Education and/or Administration.
2. Required. Active Special Education Credential with endorsement to Teach

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3. Possession of an active endorsement for Special Education Director highly preferred; if this credential is not in possession, the chosen candidate will be required to earn this credential within 2 years of hire.
4. Knowledge of the Fort Hall area, community, and the customs of its residents.
5. Must work well with school faculty and other personnel.
6. Must have the ability to work with and around 6th-12th grade students.
7. Must have valid Idaho driver's license (or able to obtain one) and be insurable through the Tribes insurance carrier.
8. A background investigation must be completed and candidate deemed acceptable under the provisions of the policies of the Shoshone-Bannock District #537, and the Indian Child Protection and Family Violence Protection Act.
9. Must participate in and pass the alcohol/drug screen.
10. Must demonstrate the ability to understand and follow laws, rules and regulations, resolutions, and policies.
11. Employment history must demonstrate dependability, and the coordinator must demonstrate exceptional organizational capabilities.
12. Self-starter: complete tasks in a timely manner with the ability to work independently with little or no supervision.
13. Excellent verbal and written communication skills.
14. Ability to understand and execute a variety of complex written and oral instructions.
15. Must be able to work with the public and outside organizations.

IMPORTANT APPLICATION CRITERIA

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Instructions: You must turn in all supporting documents to be eligible for this position you are applying for.

Applicants not living in the local area may submit a cover letter, resume, and supporting documents in lieu of an application as an initial statement of interest for a particular job announcement. However, the applicant must follow-up with an official tribal application.

Telephone calls are not accepted in place of an employment application or letter of interest.

When the position qualifications require a driver's license, education, or professional credentials, the applicant must submit copies of certificates, licenses, degrees and other supporting documentation. Applicants who do not provide supporting documents will be disqualified.

Applicants who have a current application on file are required to submit a letter of interest for each position in which they want to be considered for. The letter should address how they meet each qualification. Supporting documents must also be submitted.

Veterans who have met the minimum qualifications and who provide documentation of an honorable discharge (DD214) from any branch of military service are entitled to receive preference points during the interview process.

To verify Indian Preference Shoshone-Bannock Tribal member applicants must provide a copy of their tribal enrollment card. Non-enrolled members and other Indian tribal members must provide a Certificate of Indian Blood from their tribal enrollment office or from the Bureau of Indian Affairs.

Pre-employment applicants being considered for employment or a political appointment, must submit to an alcohol and drug screening prior to being hired or appointed. Refusal to take the test will render the applicant ineligible for employment or political appointment with the Shoshone-Bannock Tribe. Applicants who test positive for alcohol or banned drugs will not be hired and will be ineligible for any type of employment with the Tribal Government for 90 days thereafter per the Shoshone-Bannock Tribes Substance Abuse Policy, Resolution PRSL-05-0732.