

GRANT PARISH SCHOOL BOARD

Job Description

TITLE: *Transition Specialist*

QUALIFICATIONS: Bachelor's or Master's Degree; a minimum of two years of paid related work experience; experience working in a school setting; knowledge of distinguishing qualities of special education populations; experience with computer work processing, database and spreadsheet applications; ability to organize daily tasks, clerical functions and schedules; valid LA driver's license and ability to provide own transportation; availability to work scheduled hours outside of regular work/school day, if appropriate; ability to work in a flexible, cooperative and professional manner; project good interpersonal communication skills; work independently, prioritizing tasks, and utilizing effective time management skills.

REPORTS TO: Special Education Supervisor/Louisiana Rehabilitation Services (LRS) Program Monitor

SUPERVISES: Assigned students

ACCOUNTABILITY: Performance evaluation annually

SALARY: 10 - Month Certified Salary Schedule

TERMS OF EMPLOYMENT: 10 - Month

JOB GOAL: To provide vocational assessment, job development and job placement to only those transition students with disabilities who are applicants for or recipients of, LRS in Grant parish high schools who fall under the Order of Selection Group LRS is currently serving as stated in the State plan.

LEADERSHIP: The Transition Specialist works in cooperation with the vocational rehabilitation counselor, school district personnel, community based agencies and community business members.

PERFORMANCE RESPONSIBILITIES:

Vocational

- Gather and review existing formal and informal assessment/evaluation information.
- Gather additional informal assessment information through interview with the student, parents, family members, teachers, caregivers, service coordinators, rehabilitation counselors, friends, in-school work experience supervisor, etc.
- Collects data and maintains confidential and accurate case files for students.
- Participates in transition meetings, as assigned.
- Observe students during in-school work experience, during classroom activities, at home and other current school and community environments.

Job Development

- Conduct analysis of work sites and assignments, as well as situational assessments of individual students in real work settings to gather pertinent information (e.g., job choice/preference, work strengths, response to instruction/training methods, job accommodation needs, job modification needs, response to coworkers, endurance, speed, reinforcement needs, etc.) as part of job development and placement for a student to ensure a good job match.
- Traditional job development activities and non-traditional job development activities such as job sharing and job carving/creation.
- Maintains a database and tracking system of active and inactive employers.

Job Placement

- Task analysis of job duties.
- Matching student's strengths and abilities to specific job duties.
- Assist in training plans.
- Assess transportation needs.
- Developing job support plans (including natural supports).

Assisting with Coordination of Job Related Supports

- Orient worker to the community (select travel option, design and implement travel program).
- Establish rapport with supervisors, coworkers, and family.
- Orient new employees to the work environment.
- Analyze specific job duties.
- Reassess job/worker compatibility.
- Identify natural supports in the work environment (both formal and informal mechanisms).
- Task analyze job duty(ies) to be instructed, if appropriate.
- Makes or seeks assistance in design job modifications.
- Identifies strategies to increase worker production rate.
- Designs and implements programs(s) to facilitate the use of naturally occurring cues, contingencies, and/or reinforcers.
- Assists workers in using self-management strategies.
- Expands worker performance (across supervisors, job duties, and interpersonal situations).
- Assist the VR Counselor in referrals to obtain information regarding the impact of Social Security Work incentives on the student's SSI, SSDI, Medicaid, etc.
- Assist the VR Counselor in developing and completing all needed work incentives information.

PROFESSIONAL RESPONSIBILITIES:

- Engage in self-reflection and growth opportunities to support high levels of learning for all students.
- Collaborates and communicates effectively with families, colleagues, and the community to promote students' academic achievement and to accomplish the district's mission.
- Maintain professional personal appearance and demonstrate respect for colleagues.
- Attend work regularly; report to work on time; and provide advance notice of need for absence.
- Complete work efficiently and accurately (with few/no errors) within deadlines without supervision.
- Perform job responsibilities consistently, use time wisely, plan properly, take care of materials and

equipment.

- Maintain confidentiality and demonstrate trustworthiness; exercise good judgment.
- Support, implement, assist with, and/or ensure application of district initiatives and other programs or directives of the Superintendent and Board.
- Keep direct supervisor informed of the progress being made in the area(s) of responsibility.
- Attend meetings and/or staff development that address area(s) of responsibility as directed by supervisor.
- Complete and submit all forms, reports, documentation, and training by required dates and in accordance with district policies and procedures.
- Communicate appropriately and work effectively with all populations.
- Remain open to suggestions and innovative ideas; receive and apply feedback.
- Demonstrate competence in areas of responsibility.
- 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.
- 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 Grant 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 actions or behaviors 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: _____

Supervisor Signature

Date