

NORTH WASCO COUNTY SCHOOL DISTRICT

JOB DESCRIPTION – Classified – Vocational Youth Transition Specialist

Title: Vocational Youth Transition Specialist

Classification: Special Education

Reports To: Director – Student Services

Work Year 218 Days/Year

The Mission of the Oregon Youth Transition Program:

Preparing students with disabilities for employment or career related postsecondary education or training through the provision of a comprehensive array of pre-employment transition services and supports.

Job Purpose Statement/s:

The job of Vocation Youth Transition Specialist is done for the purpose of assisting principals and/or special education teachers in meeting the requirements for transition services for eligible students, and/or recruiting, planning and teaching student work experiences designed for high school credit. This position has two distinct yet interconnected purposes. The first (80% of job duties) is to improve post-school transition outcomes for students with disabilities by preparing them for employment or career related postsecondary education/training. The second (20% of job duties) is to increase capacity and create systems of change in schools and other agencies serving students with disabilities in transition from school to work.

Essential Duties and Responsibilities: include the following (other duties may be assigned)

- Identify and refer potentially eligible students to Vocational Rehabilitation (VR)
- Facilitate individualized plans for students, with instruction in academic, vocational, independent living, personal social skills, help to stay in and complete high school, a focus on post-school goal setting, career exploration, job search skills, and self-advocacy, and help to coordinate school plans with relevant community agencies.
- Implements, attends and supports counseling services, IEP meetings, and in-services for the purpose of carrying out and achieving state, district and building goals.
- Facilitates student access, including providing or arranging transportation, to out-of-school services (e.g., community agencies, employment opportunities, etc.) for the purpose of implementing and maintaining services for the district and achieving desired objectives.
- Prepares documentation for the purpose of providing support and/or conveying information.
- Communicates orally and in writing for the purpose of providing support and information to agencies, parents, staff and community.
- Coordinates and serves as liaison between the school, parents, post-secondary education or employment, and community agencies for the purpose of maintaining quality services and/or programs.
- Plans evaluations of students with the case manager for the purpose of supporting the case manager in the completion of work activities.
- Works with the teacher-of-record to evaluate students' work experience for high school credit purposes.
- Maintains and updates student records, making report of required data to VR personnel, databases, and other required partners in a timely and effective manner.
- Regularly visit state agencies, colleges and community groups (e.g., Chamber of Commerce, Rotary) to attend meetings, trainings, and foster partnerships as directed.
- Write and submit the biennial YTP grant proposal to ensure continued funding.
- Adhere to specific performance-based benchmarks set forth by the YTP grant.
- Perform other duties as assigned.

Supervisory Responsibilities

Supervision of other employees is not a normal responsibility of this position. The employee does supervise students in general.

Qualifications:

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. 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.

- Skills to communicate effectively orally and in writing; work independently; meet deadlines; maintain records.
- Proficient at using Microsoft Office tools including Word, Excel, Outlook and other database software.
- Knowledge of district policies and procedures relating to transition services and work experience credit.
- Abilities to communicate effectively orally and in writing with persons from different cultural and educational backgrounds. Significant physical abilities include climbing/balancing, reaching/handling, talking/hearing conversations, near/far visual acuity/depth perception/visual accommodation.
- Provide own transportation and personal auto liability insurance.

Education and/or Experience:

High School diploma or equivalent; AA Degree or 72 quarter hours college coursework, or, have passed the Work Keys test. Must successfully pass the ODE Fingerprint-Based Criminal History Verification and pre-employment drug/alcohol testing.

Language Skills:

Ability to comprehend, interpret and explain pertinent laws, rules, regulations, policies and procedures. Ability to read and comprehend instructions, correspondence and memos. Ability to write reports, business correspondence, handbooks and procedure manuals. Ability to effectively present information and respond to questions from individuals or groups. Spanish fluency highly desired.

Mathematical Skills:

Skills to perform basic arithmetic calculations; ability to prepare various documents for the purpose of providing necessary information to state/federal agencies and appropriate district personnel (i.e., cost estimates, budgets, reports, productivity reports, etc).

Reasoning Ability:

Ability to solve practical problems and deals with a variety of concrete variables in situations where only limited standardization exists. Ability to interpret a variety of instructions furnished in written, oral, diagram or schedule form.

Certificates and/or Licenses:

Valid Driver's License and First Aid Certificate.

Preferred Skills and/or Experience:

Previous experience working with students, preferable with adolescents transitioning from school to work programs. Knowledgeable about a variety of post-secondary options, specifically to assist students w/ disabilities in reaching their post-high goals; e.g., College, vocational training programs, collaboration with local, state and federal community agencies: Vocational Rehabilitation, Developmental Disabilities Services, independent living resources, employers and business partners preferred.

Workplace Expectations:

- Work effectively with and respond to people from diverse cultures or backgrounds.
- Demonstrate professionalism and appropriate judgment in behavior, speech and dress in a neat, clean and appropriate professional manner for the assignment and work setting.
- Have regular and punctual attendance.
- Confer regularly with other licensed staff and immediate supervisor.
- Follow all District policies, work procedures and reasonable requests by proper authority.
- Maintain the integrity of confidential information relating to a student, family, colleague or District patron.
- Cultivate and model a respectful working and learning environment.

Work Environment:

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The employee often works under pressure due to short and inflexible deadlines. The employee is routinely interrupted by students, staff, visitors and/or telephone calls, while performing complex tasks. The employee must work effectively in stressful situations, exercising good judgment in making decisions. The employee is required to remain patient and tolerant with changing conditions. The noise level in the work environment is usually moderate.

Physical Requirements:

1. In an eight-hour day employee may:

a. Stand/Walk	<input type="checkbox"/> None	<input checked="" type="checkbox"/> 1-4 hrs	<input type="checkbox"/> 4-6 hrs	<input type="checkbox"/> 6-8 hrs
b. Sit	<input type="checkbox"/> None	<input type="checkbox"/> 1-3 hrs	<input checked="" type="checkbox"/> 3-5 hrs	<input type="checkbox"/> 5-8 hrs
c. Drive	<input type="checkbox"/> None	<input checked="" type="checkbox"/> 1-3 hrs	<input type="checkbox"/> 3-5 hrs	<input type="checkbox"/> 5-8 hrs

 2. Employee may use hands for repetitive:

<input checked="" type="checkbox"/> Single Grasping	<input checked="" type="checkbox"/> Pushing and Pulling	<input checked="" type="checkbox"/> Fine Manipulation
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 3. Employee may use feet for repetitive movement as in operating foot controls:

<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
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 4. Employee may need to:

a. Bend	<input type="checkbox"/> Frequently	<input checked="" type="checkbox"/> Occasionally	<input type="checkbox"/> Not at all
b. Squat	<input type="checkbox"/> Frequently	<input checked="" type="checkbox"/> Occasionally	<input type="checkbox"/> Not at all
c. Climb Stairs	<input type="checkbox"/> Frequently	<input checked="" type="checkbox"/> Occasionally	<input type="checkbox"/> Not at all
d. Lift	<input type="checkbox"/> Frequently	<input checked="" type="checkbox"/> Occasionally	<input type="checkbox"/> Not at all

 5. Lifting:

<input type="checkbox"/>	Sedentary Work: Lifting 10 pounds occasionally with frequent sitting and occasional standing/walking.
<input checked="" type="checkbox"/>	Light Work: Lifting 20 pounds occasionally with occasional sitting and frequent standing/walking.
<input type="checkbox"/>	Medium Work: Lifting 50 occasionally, 25 pounds frequently with occasional sitting and frequent standing/walking.
<input type="checkbox"/>	Medium Heavy Work: Lifting 75 pounds occasionally, 35 pounds frequently with occasional sitting and frequent standing/walking.
<input type="checkbox"/>	Heavy Work: Lifting 100 pounds occasionally, 50 pounds frequently with occasional sitting and frequent standing/walking.
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Mandatory Child Abuse Reporting: As mandatory reporter (ORS.419b.010) you are required to immediately report to Law Enforcement and or Department of Human Services, any instances of suspected child abuse.

EMPLOYEE STATEMENT:

"I have read and received a copy of this job description, and understand that a copy of this job description will become part of my personnel file. I am aware that my position description may be revised or updated at any time and once notified of changes, I remain responsible for knowledge of its contents.

I hereby certify that I possess the physical and mental ability to fulfill the essential responsibilities of the above position with or without reasonable accommodation(s). If I require accommodations(s) in order to fulfill any or all of these responsibilities, I agree to provide information to the District regarding the requested accommodation(s)."

Print Name

Employee Signature

Date