

**SACRAMENTO CITY UNIFIED SCHOOL DISTRICT**  
**Position Description**

<b>TITLE:</b>	Transition Assistant, Special Education	<b>CLASSIFICATION:</b>	Classified Non-Management (SEIU/Aide-Paraprofessional)
<b>SERIES:</b>	None	<b>FLSA:</b>	Non-Exempt
<b>JOB CLASS CODE:</b>	1616	<b>WORK YEAR:</b>	10 Months
<b>DEPARTMENT:</b>	Special Education	<b>SALARY:</b>	Range 45 Salary Schedule C
<b>REPORTS TO:</b>	Assigned Supervisor	<b>BOARD APPROVAL:</b>	09-15-05
		<b>HR REVISION:</b>	04-26-12

**BASIC FUNCTION:**

Assist in providing vocational and transition services to high school students through age 22 with special needs; participate in the organization and contribute to the daily operations of the Workability Work Experience Program; perform a variety of clerical support duties.

**REPRESENTATIVE DUTIES: (Incumbents may perform any combination of the essential functions shown below [E]. This position description is not intended to be an exhaustive list of all duties, knowledge, or abilities associated with this classification, but is intended to accurately reflect the principle job elements.)**

Interview students to assess career goals and transitional needs; assist in the administration of career interest assessments, such as personal data wizard tests or "Choices," and in the explanation of the results to students; analyze and assess needs of students, and develop transitional solutions; assist teachers and students in the development and implementation of individual transition goals. **E**

Assist students to advocate for themselves regarding their goals; assist students with occupational and college research; provide support services to students based on interview information, and offer information to students on banking, credit, preparing a budget, and obtaining housing; provide information to students and parents about school services and jobs. **E**

Conduct exit interviews for graduating seniors to assess transition needs, and provide help with transition; maintain phone contact to obtain two-year follow up information on exit students. **E**

Collaborate with outside agencies to see what programs they have that will benefit program students with means of achieving their goals; obtain information from outside agencies, business and community colleges, adult schools, and district departments. **E**

Maintain active lists of high school special education students; prepare Student Portfolio Guide; plan and supervise field trips; maintain permission slip files; prepare field trip rosters. **E**

Provide information on scholarships and related website addresses, student loans, the financial aid process, registering for selective service, and laws affecting students once they have turned 18. **E**

Assist students with filling out Free Application for Federal Student Aid (FAFSA) forms, job applications, resumes, and interviewing techniques; conduct mock interviews; prepare letters of recommendations for students; help with job placement. **E**

Collect and distribute information and forms, such as those from the Department of Motor Vehicle (DMV), social security applications, community college, and interagency information. **E**

May attend IEP meetings as needed to develop and implement Individual Transition Plan (ITP) goals. **E**

Refer students to appropriate coordinator of various work programs, as needed; collaborate to implement delivery of service to students (i.e., Work Experience Education [WEE], Regional Occupational Program [ROP], Work Initiative Act [WIA], etc.). **E**

Plan and coordinate job shadows; contact job sites; recruit and refer students according to individual interest; recruit and provide information to students on job placements; obtain speakers from educational and business fields. **E**

Maintain records of program students including interview forms, student schedules, transcripts, ITP copies, "Choices" career assessments, resumes, job evaluations, etc.; complete and submit a variety of forms, documentation, and reports as required by program funding and employment requirements. **E**

Operate a computer to input, output, update, and access a variety of records and information; generate records, reports, queries, lists and summaries; enter end-of-year data for grant funding as required; operate a variety of office machines and equipment. **E**

Collaborate daily with school staff, students, and parents to set and fulfill students' ITP goals; work in conjunction with the counselor for errors in the student schedule. **E**

Work with school improvement initiatives that close student achievement gaps between racial, ethnic, and economic groups by working with all of the diverse communities. **E**

Attend staff meetings; participate in related workshops, seminars, and conferences. **E**

Perform related duties as assigned.

#### **TRAINING, EDUCATION, AND EXPERIENCE:**

Graduation from high school, three years of experience involving public contact or experience working with individuals with special needs, and one of the following: completion of at least two years of study (48 semester units) in an institution of higher education, associate's degree, pass the district paraprofessional test, or be No Child Left Behind (NCLB) compliant.

#### **LICENSES AND OTHER REQUIREMENTS:**

California driver's license; provide personal automobile and proof of insurance.

#### **KNOWLEDGE AND ABILITIES:**

##### **KNOWLEDGE OF:**

Appropriate student work behaviors and job keeping skills.

Understanding problems faced by students with special needs.

Effective case management techniques.

Motivational techniques and strategies.

Applicable sections of the State Education Code and other applicable codes, rules, regulations, and laws.

Child labor laws and practices.

Good public relations practices.

Correct English usage, grammar, spelling, punctuation, and vocabulary.

Interpersonal skills using tact, patience, and courtesy.

Record-keeping techniques.

Oral, written, and public speaking skills.

Operation of a computer and related software.

##### **ABILITY TO:**

Perform the basic function of the position.

Learn a variety of employment skills and model those skills for students.

Provide job coaching and support to students with special needs.

- Learn applicable laws, codes, rules, and regulations.
- Listen to students with patience and understanding.
- Advocate, motivate, and mentor students.
- Monitor student progress.
- Access available community resources.
- Read schedules and utilize public transportation system.
- Work independently.
- Plan and prioritize work; be flexible in meeting goals.
- Operate a computer to maintain records and prepare reports.
- Work with school improvement initiatives that close student achievement gaps between racial, ethnic, and economic groups by working with all of the diverse communities.
- Communicate effectively, both orally and in writing.
- Establish and maintain cooperative and effective working relationships with others.
- Lift light objects according to safety regulations.
- Meet state and district standards of professional conduct as outlined in Board Policy.

**WORKING CONDITIONS:**

**SAMPLE ENVIRONMENT:**

School site, office environment, or business locations; drive a vehicle to conduct work.

**SAMPLE PHYSICAL ABILITIES:**

Hear and speak to make presentations, and exchange information in person and on the telephone; dexterity of hands and fingers to operate a computer keyboard; see to read and prepare documents and reports, and view computer monitors; sit or stand for extended periods of time; bend at the waist, and reach overhead, above the shoulders, and horizontally; lift light objects.

*(Consistent with the No Child Left Behind Act of 2001 and other related legislation.)*

**APPROVALS:**

\_\_\_\_\_  
Jess Serna, Chief Human Resources Officer

\_\_\_\_\_  
Date

\_\_\_\_\_  
Jonathan P. Raymond, Superintendent

\_\_\_\_\_  
Date