

Job Title: **Transition Services Coach Non-CDL**
Job Family: **Paraeducator Specialists**
Pay Program: **Classified**
Typical Work Year: **9 months**

Job Code: **1211**
FLSA Status: **Non-Exempt**
Shift Differential: **No**
Pay Range: **G 12**

SUMMARY: Assess, monitor, evaluate and assist students with a variety of disabilities by supporting appropriate vocational and community activities for students as developed by the IEP teams. Specific duties include modeling and instructing on effective occupational, interpersonal, consumer, mobility, domestic and safety skills; implementing vocational placements; providing job coaching and transportation; collecting data; assisting students with alternative communication systems and/or adaptive equipment/technology; monitoring and evaluating students' health and personal needs; performing clerical duties; and acting as a liaison between vocational placements and IEP teams.

ESSENTIAL DUTIES AND RESPONSIBILITIES: *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.*

Job Tasks Descriptions	Frequency	% of Time
1. Coordinate vocational tasks at job training sites. Provide job coaching and follow-up support. Assist employers with supporting student's rights under the Americans with Disabilities Act (ADA). Model and instruct effective vocational, interpersonal, consumer, mobility, domestic and safety skills. Train students in positive living skills by analyzing tasks, providing appropriate cues and opportunities for problem-solving, providing consistent behavior management intervention and planning for "fading" supervision of student activity. Provide mobility training so that the student can access public facilities and public transportation. Provide training and guidance within the guidelines established by each student's Individual Education and Transition plans.	W	50%
2. Responsible for the safe and expedient transportation of students, including driving bus route according to bus stop locations and time schedules; monitor behavior and actions of students on school bus while driving routes, to include noise levels and settling student disputes; communicate with transportation personnel, parents, and school officials regarding student behavior and complete follow-up steps as needed; and complete various forms/reports. Aid in the loading and unloading process of students needing assistance in boarding, as well as, those with special needs, via stairs or lift mechanisms. Use proper procedures when working with special education and wheel chair students. Ensure proper use of seatbelts, safety vests and any other required safety devices. Monitor student riders for any suspected child abuse, sexual harassment, bullying, bodily fluids cleanup and medical conditions. Monitor students at designated crossings to ensure students have safe passage. Communicate using various methods regarding routine, urgent and emergency situations. Report all unsafe route and bus stop conditions to the supervisor/dispatcher.	D	25%
3. Perform daily pre-trip inspection on bus in accordance with the Federal and State regulations, including checking oil, tires and maintaining all fluids at the proper levels. Complete daily post-trip inspections, including checking the condition of the bus. Maintain interior and exterior cleanliness of the bus, including but not limited to, mirrors and windows. Fuel vehicles per department guidelines. Work with fleet management to provide maintenance to vehicles.	D	5%
4. Collect data and complete data collection forms and narrative reports on students' progress and needs. Work with special education staff to create and/or enhance student learning opportunities and develop their Individual Education and Transition plans. Maintain confidentiality of student information.	W	5%
5. Monitor and evaluate students' health and personal needs. Provide routine assistance as needed with toileting, feeding, bathing and specific medical needs.	W	5%
6. Perform clerical duties, including, typing, data entry, filing and mailing. Attend all meetings and training sessions including, but not limited to, in services and driver meetings, first aid and CPR classes.	W	3%

Job Tasks Descriptions	Frequency	% of Time
7. Assist students with alternative communication systems and/or adaptive equipment and technology. Provide training and education to community members, employers and coworkers to support the use of the alternative communication systems and/or adaptive equipment.	W	3%
8. Perform other job-related duties as assigned, including annual comprehensive cleaning of bus	Ongoing	4%
	TOTAL =	100%

EDUCATION AND RELATED WORK EXPERIENCE:

- High school diploma or equivalent.
- Post-secondary courses in liberal arts or education preferred.
- Experience working with students with special needs in an education environment preferred.

LICENSES, REGISTRATIONS or CERTIFICATIONS:

- Criminal background check required for hire.
- Must be at least 21 years of age
- A copy of an individual Motor Vehicle Record must be submitted at time of application.
- Successful Completion of a Department of Transportation (DOT) Physical required for hire.
- Valid Colorado driver's license.
- Obtain a Non-CDL Small Vehicle Route operator's licenses required within 30 days after entering position.
- CPR and First Aid certifications within 3 months after entering position.
- CPI/Safety Care training certification required within 3 months after entering position.
- Universal Precautions training required within 3 months after entering position.

TECHNICAL SKILLS, KNOWLEDGE & ABILITIES:

- Customer service and public relations skills.
- Critical thinking and problem solving skills.
- Ability to maintain confidentiality in all aspects of the job.
- Ability to manage multiple tasks with frequent interruptions.
- Ability to manage multiple priorities.
- Ability to keep up-to-date technically and apply new knowledge to your job. Includes adapting to and mastering new system applications and processes as implemented by the district or department.
- Ability to diffuse and manage volatile and stressful situations.
- Ability to promote and follow Board of Education policies, District policies and building and department procedures.
- Ability to communicate, interact and work effectively and cooperatively with all people including those from diverse ethnic and educational backgrounds.
- Ability to recognize the importance of safety in the community and the workplace, follow safety rules, practice safe work habits, utilize appropriate safety equipment and report unsafe conditions to the appropriate administrator.
- Ability to stay current with district policy, standards and training in the areas of data quality, data privacy, and cybersecurity with respect to student and staff data, and related information systems.

MATERIALS AND EQUIPMENT OPERATING KNOWLEDGE:

- Operating knowledge of and experience with personal computers and peripherals.
- Operating knowledge of district information technology systems and any other department specific software and equipment required within 2 months after entering position.
- Operating knowledge of and experience with Microsoft Word, Excel, Email and Internet.

REPORTING RELATIONSHIPS & DIRECTION/GUIDANCE:

	POSITION TITLE	JOB CODE
Reports to:	Student Support Services Coordinator	4120

	POSITION TITLE	# of EMPLOYEES	JOB CODE
Direct reports:	This job has no direct supervisory responsibilities.		

- Responsible for supervising the behavior and well-being of students at all times.

BUDGET AND/OR RESOURCE RESPONSIBILITY:

- Monitor students' use of money and handling cash at vocational sites.

PHYSICAL REQUIREMENTS & WORKING CONDITIONS: *The physical demands, work environment factors and mental functions described below are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

PHYSICAL ACTIVITIES:	Amount of Time			
	None	Under 1/3	1/3 to 2/3	Over 2/3
Stand				X
Walk				X
Sit		X		
Use hands and fingers to handle and/or feel		X		
Reach with hands and arms			X	
Climb or balance		X		
Stoop, kneel, crouch, or crawl		X		
Talk			X	
Hear				X
Taste	X			
Smell		X		

WEIGHT and FORCE DEMANDS:	Amount of Time			
	None	Under 1/3	1/3 to 2/3	Over 2/3
Up to 10 pounds				X
Up to 25 pounds				X
Up to 50 pounds		X		
Up to 100 pounds	X			
More than 100 pounds	X			

MENTAL FUNCTIONS:	Amount of Time			
	None	Under 1/3	1/3 to 2/3	Over 2/3
Compare				X
Analyze				X
Communicate				X
Copy		X		
Coordinate			X	
Instruct			X	
Compute		X		
Synthesize		X		
Evaluate			X	
Interpersonal Skills				X
Compile			X	
Negotiate			X	

WORK ENVIRONMENT:	Amount of Time			
	None	Under 1/3	1/3 to 2/3	Over 2/3
Wet or humid conditions (non-weather)	X			
Work near moving mechanical parts		X		
Work in high, precarious places	X			
Fumes or airborne particles		X		
Toxic or caustic chemicals	X			
Outdoor weather conditions			X	
Extreme cold (non-weather)	X			
Extreme heat (non-weather)	X			
Risk of electrical shock	X			
Work with explosives	X			
Risk of radiation	X			
Vibration		X		

VISION DEMANDS:	Required
No special vision requirements.	
Close vision (clear vision at 20 inches or less)	X
Distance vision (clear vision at 20 feet or more)	X
Color vision (ability to identify and distinguish colors)	X
Peripheral vision	X

VISION DEMANDS:	Required
Depth perception	X
Ability to adjust focus	X

NOISE LEVEL:	Exposure Level
Very quiet	
Quiet	
Moderate	X
Loud	
Very Loud	