

PUEBLO SCHOOL DISTRICT 60
CLASSIFIED JOB DESCRIPTION

It is essential that all employees of Pueblo School District 60 understand our mission is to provide a high-quality education that assures each student the knowledge, skills, and dispositions to lead a life of purpose and impact. Employees support the community and thrive in connecting with our students by embracing the core values of the district, which state:

- We believe that the success of every student is our most important commitment.
- We believe that collaboration and engagement with our community, parents, staff, and students are essential to our success.
- We believe that we must act with integrity, celebrate diversity, and promote equity.
- We believe that each individual must be treated with dignity and respect.
- We believe that the social and emotional well being of our students is as important as their academic needs.
- We believe that it is our responsibility to provide a safe, positive, and supportive environment for our students and staff
- We believe that our community heritage, traditions, and history should inform our response to future student and district needs.

As we embrace these values and consider their impact, we will achieve our vision of being a high performing school district that inspires community confidence. Each employee plays a part, and that contribution should bring us closer to helping each student achieve their dreams.

Job Title: Community Transition Coach
Prepared Date: 7/30/2008
Revised Date: 9/25/2023
Work Year: 213 days; 9 hours each day
Department: Exceptional Student Services
Reports To: Executive Director of Exceptional Student Services
Salary Range: Miscellaneous Non-Exempt Salary Schedule
Benefits: Schedule B Benefits
Status: FLSA Status: Non-Exempt

SUMMARY OF FUNCTIONS:

The primary responsibility of the Community Transition Coach is to provide assistance in developing the life and social skills of participating students; adapting activities for individual participants; providing information and/or direction to students; and providing transportation for trips and life skills activities.

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. 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.

REQUIRED:

- High School Diploma or equivalent
- Two years of college preparation or equivalent training in related field (supportive

employment, supporting independent living skills for students, case management)

- Current Colorado Drivers License and ability to obtain coverage under District insurance plan
- Ability to pass District designated post-offer lift test
- Must obtain and maintain CPR and First-Aid Certification within 3 months of employment
- Must complete training and pass exam to drive 14 passenger bus within 1 month of employment
- Employee must complete a fingerprint-based criminal background check and must be cleared by the Office of Human Resources
- Must be able to communicate effectively in English, both orally and in writing, using proper grammar and vocabulary

PREFERRED:

- Non-violent crisis intervention training
- Previous experience in behavior management
- Previous experience in a school setting
- Spanish speaking skills

SKILLS AND KNOWLEDGE:

- Ability to communicate, interact, and work effectively and cooperatively with all people, using tact, patience, and courtesy
- Basic knowledge of subjects taught at District schools
- Demonstrate sound work ethic
- Demonstrate an understanding, patient, and receptive attitude towards children with special needs
- Ability to record precise required student grant data

ESSENTIAL JOB DUTIES AND RESPONSIBILITIES:

The following statements of duties and responsibilities are intended to describe the general nature and level of work being performed by individuals assigned to this position. These statements are not intended to be an exhaustive list of all duties and responsibilities required of all personnel within this position. This organization believes that every individual makes a significant contribution to our success. That contribution should not be limited to assigned responsibilities. Therefore, this position description is designed to define primary duties, qualifications and job scope but should not limit the incumbent nor the organization to the work identified. It is our expectation that every employee will offer his/her services wherever and whenever necessary to ensure the success of the District's/department's goals. Actual duties, responsibilities, frequency, and percentages may vary depending upon building assignments and other factors.

- Assist in obtaining records and evaluation, assessment, goals and service needs, and program planning
- Implement and coordinate planned services under the direction of the Transition Coordinator
- Provide, obtain, and coordinate services that result in successful community transition services for students 18-21 years old who have completed high school requirements. Services include:
 - Vocational exploration and career development

- Teaching of job seeking skills and facilitation of job seeking activity
 - Assist in placement of appropriate, career-oriented jobs
 - Job related instruction and supervision to develop specific job skills and general job behaviors
 - Development and supervision of on-the-job training provided by the employer
 - Development and coordination of post-secondary, classroom vocational training or academic education opportunities that result in competitive employment
 - Tutor program participants in independent daily living skills, social skills, and work behavior training relevant to successful employment and community living
 - Modeling and teaching self-determination, empowerment, and advocacy skills at work and in the community
 - Other services which support attainment of successful employment and community living
- Provide case management to coordinate access to other services and agency linkages
 - Maintain a wide variety of records, schedules, files, rosters, etc. (e.g. weekly work assignments, trip calendars, activity logs, etc.) for the purpose of documenting and/or providing reliable information.
 - Provide necessary reports to document service delivery, progress toward objectives, and attainment of goals
 - Provide necessary transportation community based outings
 - Provide linkages to community agencies: Social Services, Social Security, Community Center Boards, Vocational Rehabilitation, Job Services, etc.
 - Support transition students in developing access to adult services
 - Attend and participate in IEP reviews and staffings for community transition students
 - Act as a liaison and resource with families, agencies, employers, and school staff regarding career and community programming for adults
 - Maintain confidentiality of student records and information
 - Maintain appropriate professional appearance

NON-ESSENTIAL DUTIES:

- Perform any and all other duties as assigned by the program director or ESS Administration

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 DEMANDS:

While performing the duties of this job, the employee is required to stand; walk; sit; use hands and fingers to handle, or feel. The work requires the use of telephone and using fingers to operate computer or typewriter keyboards. The employee is continually hearing and speaking to exchange information. The employee is required to reach with hands and arms; climb or balance; and stoop, kneel, crouch, or crawl.

In a 9-hour workday, this job requires:

R – Rarely (Less than .5 hr per day)

O – Occasionally (.5 – 2.5 hrs per day)

F – Frequently (2.5 – 6 hrs per day)
 NA – Not Applicable

C – Continually (6 – 9 hrs per day)

Physical Requirements	NA	R	O	F	C
Sitting			X		
Stationary Standing			X		
Walking (level surface)				X	
Walking (uneven surface)		X			
Crawling		X			
Crouching (bend at knees)			X		
Stooping (bend at waist)			X		
Twisting (knees/waist/neck)			X		
Turn/Pivot			X		
Climbing (stairs)		X			
Climbing (ladder)	X				
Reaching overhead			X		
Reaching extension				X	
Repetitive use arms				X	
Repetitive use wrists				X	
Repetitive use hands grasping				X	
Repetitive use hands squeezing			X		
Fine manipulation			X		
Using foot control	X				
*Pushing/Pulling Maximum weight: 40 lbs.			X		
Lifting/Carrying Maximum weight: 40 lbs.			X		

WORKING CONDITIONS:

Employee will work primarily in a school/office environment with both natural and fluorescent lighting with quiet or moderate noise levels.