

**CLARKSVILLE-MONTGOMERY COUNTY SCHOOL SYSTEM
CLARKSVILLE, TENNESSEE
JOB DESCRIPTION**

Job Title: Transition Case Manager

Department: Special Education

Calendar: 210 days

Job Description

Date Reviewed: May 2014

Reports To: Coordinator of
Exceptional Children Services

Purpose of Job

Provides vocational guidance to middle and high school students with disabilities and their families through the transition process to successfully prepare students graduating from school into post-school activities including post-secondary education, independent living, employment and/or community participation.

Essential Duties and Responsibilities

The following duties are normal for this job. These are not to be construed as exclusive or all-inclusive. Other duties may be required and assigned.

Assist Coordinator of Exceptional Children's Services in the coordination of transition services for students with special needs in all middle and high schools in the district.

Will assist Vocational Rehabilitation (VR) Work Counselor in performing as the direct liaison between CMCSS and the local Vocational Rehabilitation team.

Works with VR eligible students to reach goals set forth in the CMCSS IEP transition plan and the VR Individualized Plan for Employment (IPE).

Provides direction to the CMCSS Job Coach(es) in order for services to be implemented according to Individualized Plan for Employment (IPE).

Provides direction to CMCSS Job Coach(es) in teaching students how to become prepared for future employment.

Monitors behavior and progress of students to ensure safety and the achievement of IEP/IPE goals. Updates VR Counselor and CMCSS Coordinator of Exceptional Children Programs of progress.

Reviews and assist in providing information if accommodations are needed to obtain employment goals.

Understands and keeps up-to-date with new technology, community resources and assistive devices available for people with disabilities.

Receives referral form(s) from CMCSS and informs VR Counselor. May assist VR Counselor in completing application. Obtain necessary documentation from CMCSS to assist in determining eligibility. Assist in scheduling and coordinating evaluations needed to assist in the VR process.

Attend IEP meetings for possible referral and/or student progress.

Assesses a student's ability to independently perform a learned skill from documentation from Job Coach(es) or through observation in classroom or at work/volunteer site.

Handles student, work site and/or LEA complaints and works to resolve the problem. May seek guidance from VR Counselor/CMCSS Coordinator.

Develop programs/training to assist CMCSS to support students obtain and maintain employment.

Schedules events and training with Job Coach(es) to support that student transition goals are met.

Coordinate staff meetings with referring VR Counselor and CMCSS team.

Develops and modifies processes to accommodate the client's barriers to employment.

Ensure that all client records are properly maintained, stored and kept confidential at all times.

Arranges and coordinates events / trainings in order for students to be provided an opportunity for informed choices.

Coordinates programs to educate families about the transition process for students age 14 – 22 yrs of age. Programs to be held throughout the year and may include evening or summer sessions.

Present to stakeholders / employers within the community of the benefits to hiring VR supported students in the workplace post graduation.

Serve as a resource for administrators, teachers, students, parents and others for transition plan development.

Participate in IEP team meetings to give definition to the Transition Plan.

Assist students, parents and teachers in interpreting assessment results and utilizing data gathered in the transition process to make informed future-oriented decisions.

Additional Job Functions

Performs other duties as required.

Minimum Training and Experience Required to Perform Essential Job Functions:

- A minimum of a Bachelor's Degree in Education, Social Work, Counseling or Vocational Rehabilitation **AND** 3 years experience in working with individuals with disabilities.
- Ability to communicate effectively with diverse populations.
- Must possess a valid motor vehicle operator's license at the time of appointment.

KNOWLEDGE OF JOB

Considerable knowledge of the policies, procedures, and activities of the school system, and supervisory practices as they pertain to the performance of duties relating to the position. Capability to develop and implement long-term goals. Knows how to keep abreast of any changes in statutes, policy, procedures and methods as they pertain to public education. Is able to effectively communicate and interact with subordinates, supervisors, members of the general public, and other groups involved in the operation of the school system. Is able to assemble information and make written reports and documents in a concise, clear, and effective manner. Has good organizational, management, interpersonal, and technical skills. Is able to use independent judgment and discretion in supervising subordinates, including the handling of emergency situations, determining and deciding upon procedures to be implemented, setting priorities, maintaining standards, and resolving problems.

**(ADA) MINIMUM QUALIFICATIONS OR STANDARDS REQUIRED
TO PERFORM ESSENTIAL JOB FUNCTIONS PHYSICAL REQUIREMENTS:**

PHYSICAL REQUIREMENTS:

Must be physically able to operate a variety of office machines. Must be able to use body members to work, move or carry objects or materials. Must be able to exert up to twenty pounds of force occasionally, and/or up to ten pounds of force frequently. Physical demand requirements are at levels of those for active work. Must be able to lift and/or carry weight of twenty to forty pounds.

DATA CONCEPTION:

Requires the ability to compare and or judge the readily observable, functional, technical, structural and compositional characteristics (whether similar to or divergent from obvious standards) of data, people or things.

INTERPERSONAL COMMUNICATION: Requires the ability of speaking and/or signaling people to convey or exchange information, Includes giving assignments and/or directions to coworkers and assistants.

LANGUAGE ABILITY:

Requires the ability to read a variety of informational documentation, directions, instructions and methods and procedures related to maintenance operations. Requires the ability to write reports with proper format, punctuation, spelling and grammar. Requires the ability to speak with and before others with poise, voice control and confidence using correct English and a well-modulated voice.

INTELLIGENCE:

Requires the ability to learn and understand relatively complex principles and techniques; to make independent judgments in absence of supervision.

VERBAL APTITUDE:

Requires the ability to record and deliver information to supervisors and officials; to explain procedures and policies; and to follow verbal and written instructions, guidelines and objectives.

NUMERICAL APTITUDE:

Requires the ability to add and subtract totals; multiply and divide; determine percentages; determine time and weight; and utilize statistical inference.

FORM/SPATIAL APTITUDE:

Requires the ability to inspect items for proper length, width and shape visually.

MOTOR COORDINATION:

Requires the ability to coordinate hands and eyes in using automated office and departmentally-related equipment.

MANUAL DEXTERITY:

Requires the ability to handle a variety of items, hand tools, office equipment, control knobs, switches, etc. Must have the ability to use both hands for twisting or turning. Must have high level of hand and eye coordination.

COLOR DISCRIMINATION:

Requires the ability to differentiate colors and shades of color.

INTERPERSONAL TEMPERAMENT:

Requires the ability to deal with people beyond giving and receiving instructions such as in interpreting policies, decisions and procedures. Must be adaptable to performing under considerable stress.

PHYSICAL COMMUNICATION:

Requires the ability to talk and/or hear (talking – expressing or exchanging ideas by means of spoken words) (hearing – perceiving nature of sounds by ear).

The Clarksville-Montgomery County School System is an Equal Opportunity Employer. In compliance with the Americans with Disabilities Act, the school system may provide reasonable accommodations to qualified individuals with disabilities and encourages both prospective and current employees to discuss potential accommodations with the employer. Signatures below indicate the receipt and review of this job description by the employee assigned to the job and the immediate supervisor.

Employee's Signature

Supervisor's Signature

Date

Date