

LYON COUNTY SCHOOL DISTRICT

Special Education Implementation Specialist for PAES Labs (Teacher on Special Assignment-TOSA Grant Funded)

Job Group: General Education Services – Licensed

Classification: Certified

Terms of Employment: 9 months (185/189 Days)

FLSA STATUS: EXEMPT

This is a salaried position assigned to the Licensed Employee Salary Schedule.

POSITION SUMMARY: The Implementation Specialist for SPELL OUT (PAES) Labs works under the direct supervision and is evaluated by the Director of Special Services. This position will assist in ensuring successful implementation of the PAES Lab located in every high school and eventually in every middle school in LCSD. Additionally, this position will provide oversight of the functional transition skill opportunities through the implementation of PAES Labs within the school to ensure students with disabilities have access to high-quality transition skill assessment and development. This position will support the improvement efforts of post-secondary outcomes for students with disabilities in Lyon County School District by providing them with the support, resources, and access to college and career pathways.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

This list of Essential Duties and Responsibilities is not exhaustive and may be supplemented.

1. Develop school-based Work Based Learning Projects for students with disabilities
2. Develop employment opportunities for students with disabilities through job coaching and professional development
3. Ensure that Pre-Employment Transition Services (Pre-ETS) are being offered by LCSD staff to all students with disabilities through professional development activities and monitoring
4. Co-collaborate with Bureau of Vocational Rehabilitation (BVR) providers to provide professional development on Vocational Rehabilitation transition services to school staff, in adult service agency policies, processes, and strategies
5. Co-collaborate with BVR to develop summer work camps and Work Based Learning opportunities on and off campus; enhance and improve Extended School Year opportunities for transition age students
6. Ensure the implementation of best practices in community-based instructional in all relevant areas of transition (i.e., vocational, independent living, self-advocacy, etc.)
7. Perform outreach and liaison to local businesses, parents, supported decision teams and students including the distribution of established relevant informational materials for the demonstration of vocational successes of students with disabilities and the potential benefits of hiring individuals with disabilities within a company or local business
8. Creation of all materials for distribution/outreach should be approved by the parties signing this contract
9. Ensure high quality, evidence-based transition curriculum is available to special education teachers and staff in the LCSD and delivered to students
10. Create and implement a data collection system for transition age students that accurately represents the transferable skills and work habits developed at the school for in students with disabilities
11. Create deliverable reporting based on data collected on students with disabilities in the LCSD
12. Engage and work collaboratively with related service providers, including Vocational Rehabilitation, to ensure that accommodations and assistive technologies needed in obtaining employment are provided within the transition process
13. Coordinate interagency collaboration and referral to BVR to ensure the transition into adult services is productive and transparent and initiated as needed by the student for employment
14. Work with BVR to utilize flexible and braided funding approaches to provide increased

- opportunities for transition age students with disabilities
15. LCSD will invite BVR participation in the hiring process of the Transition Coordinator position
 16. Engage in quarterly collaboration meetings with BVR representative and provide a written quarterly report on activities completed by this Transition Coordinator
 17. Participate in and work with staff in facilitating the invitation and participation of BVR representative in student IEP meeting
 18. Collect data on Pre-ETS through the current IEP data system and provide that data to BVR on an annual Federal Fiscal Year (FFY) basis. FFY is 10/1-9/30 with reporting due by 10/20 of each year
 19. Attend transition age IEP meetings as requested and ensure outside agencies who will be providing services to the student are invited
 20. Maintain positive and collaborative relationships with BVR including counselor, technician, internal BVR Transition Coordinator and BVR leadership

POSITION EXPECTATIONS:

1. Familiarity of characteristics of a wide range of disabilities
2. Experience in instructional design and federally mandated post-secondary transition requirements
3. Independent work ethic for self-management of schedule
4. Excellent communication and collaboration skills
5. Excellent organizational and writing skills
6. Ability to multi-task, schedule and facilitate both short and long term projects
7. Ability to maintain a positive and flexible attitude toward daily responsibilities, colleagues and schedule
8. Knowledge of the administrative regulations for special education and transition services
9. Thorough knowledge of current theory, philosophy and practice in secondary transition and post-secondary transition
10. Experience in providing professional development to teachers with a strong knowledge and understanding of adult learning
11. Ability to build relationships and make connections with community businesses and organizations
12. Knowledge and understanding of CTE programs and requirements for completion
13. Knowledge of other agencies and service providers, ex. Vocational Rehabilitation
14. Ability to appropriately handle stress and interact with others, including supervisors, coworkers, students, and the community.
15. Regular and consistent punctuality and attendance are essential functions of the job.

POSITION REQUIREMENTS:

Education and Training:

1. Three or more years of professional experience in Special Education
2. Master's degree in an area related to special education preferred but not necessary

LICENSES AND CERTIFICATIONS:

1. Must possess or be able to acquire a Nevada teaching license issued by the Nevada Department of Education with a special education endorsement for students in grades 7-12.
2. Valid Nevada Driver's License with a driving record in good standing.

Candidates must meet the minimum qualifications as listed on the appropriate position vacancy announcement.

PHYSICAL AND MENTAL REQUIREMENTS:

The physical and mental requirements described here are representative of those that must be met by an employee to successfully perform the essential functions of the job.

Strength, dexterity, coordination, and vision to use keyboard and video display terminal for prolonged periods.

Strength and stamina to bend, stoop, sit, and stand for long periods of time. Dexterity and coordination to handle files and single pieces of paper; occasional lifting of files, stacks of paper or reports, references, student work, and other materials. Some reaching for items above and below waist and head level. Some reaching, bending, squatting, and stooping to assist students access files, student work, and other items is necessary. The manual dexterity and cognitive ability to operate a personal computer and other educational technology (LCD projector, SmartBoard, iPads/Tablets, augmentative communication devices, etc.) to enhance student learning. Involves hearing and speech to communicate in person or over the telephone. Must have the ability to lift 50 pounds or 1/3 body weight, whichever is greater, to waist height, perform a 2 to 3 person lift, and the ability to restrain student(s) as needed and in accordance with state regulations.

In compliance with applicable disability laws, reasonable accommodations may be provided for qualified individuals with a disability who require and request such accommodations. Incumbents and individuals who have been offered employment are encouraged to discuss potential accommodations with the employer.

WORKING CONDITIONS:

Work is performed under the following conditions: Exposure to climate controlled classroom settings to outside weather with temperatures ranging from mild/moderate to extreme cold/heat. May involve exposure to noise levels ranging from moderate to very loud on occasional to frequent time periods. May involve work in crowded environments. May involve frequent to moderate lifting and other physical demands.

Hazards: Stress, anxiety, verbal and physical aggression. Classroom furniture, playground/office equipment, blood borne pathogens, communicable diseases, chemicals (as related to specific assignment), and power/hand operated equipment and machinery (as related to specific assignment).

PHYSICAL CAPACITY REQUIREMENTS FOR POSITION

(Mark with an X, leave blank where not applicable)

<i>ESSENTIAL FUNCTION</i>	<i>LESS THAN 25% OF TIME</i>	<i>25% TO 49% OF TIME</i>	<i>50% TO 74% OF TIME</i>	<i>75% TO 100% OF TIME</i>
Sitting		X		
Standing		X		
Walking		X		
Bending/Stooping/ Squatting/Twisting		X		
Crawling				
Kneeling				
Reaching above of body				
Reaching away from body				
Climbing Stairs				
Climbing while working (ladder, stools, roofs, poles)				
Balancing				
&/Or Carrying objects:				
50 Pounds or 1/3 Bodyweight				
Pushing				
Pulling				
Grasping/ Gripping				
Handling				
Applying Torque (arms)				
Fine Manipulation				
Repetitive Work				
Weight Bearings				
Typing, Keyboarding, or Entering Data				
Computer Monitor/ CRT	X			
Driving a Vehicle	X			

Working Alone	X			
Using Machinery or Equipment:				
Heavy Equipment				
Vibrating Equipment				
Power Tools				
Machine/Electrical Hazards				
Ladders ≥ 6 Feet				
Personal Protective Equipment				
Respirator Use				
Work Conditions:				
High Noises				
Heights				
Confined Spaces				
Heat Stress				
Cold Stress				
UV Exposure	X			
Hazardous Chemical/Waste	X			
>8 Hrs Day				
Overtime/Irregular Hrs				
Senses:				
Eyes				
Visually Demanding Work				
Near Vision				
Far Vision				
Depth Perception				
Basic Color Discrimination				
Hearing Protection				
Speech Discrimination				
Audio Alarms				
Ability to Smell				

Equal Opportunity Employer

The Lyon County School District is an equal opportunity employer and will not knowingly discriminate in any area of employment. Those include discriminatory recruiting and hiring practices against any United States citizen or legal alien on the basis of race, color, creed, religion, sex, age, marital status, national or ethnic origin, disability, or any other protected class and shall extend to working conditions, training, promotion, and terms and conditions of employment.

Individuals with a disability who require reasonable accommodation(s) during any step of the screening process or who have questions about qualifications should notify a representative in Human Resources. Notification may be made in person, in writing, or by calling: (775) 463-6800.

I have read and understand the requirements of my job.

Employee Signature: _____ Date: _____

Administrator/Management Signature: _____ Date: _____