

TITLE**Graduation Coach and Assistant for TSW (SPED)****QUALIFICATIONS**

1. Not less than a high school diploma or general equivalency diploma (copy of diploma or transcript must be submitted upon employment), and demonstrable proficiency in reading and writing skills.
2. One year or more of experience working with students with disabilities.
3. Meet all applicable requirements of Every Student succeeds Act (ESSA);
4. Have strong written, verbal, presentation and interpersonal skills; and
5. Meet health and physical requirements

JOB SUMMARY

Aid all high school students individually and in groups, regarding graduation and completion, including but not limited to analyzing data to identify students or subgroups with potential graduation problems; planning, implementing, and tracking individual graduation plans; identifying and resolving barriers to graduation; facilitating career choices and planning; and working to improve graduation rates for special education subgroups within the school.

Work closely with the TSW personnel to provide the best program possible for the qualifying students.

ESSENTIAL FUNCTIONS

- Identify incoming students needing proactive graduation support: risk factors include history of school failure, retention and/or overage age for grade, low reading and/or math achievement, failure of core courses, attendance problems/truancy, behavior problems/history of suspension, school disengagement/lack of extracurricular involvement, risk factors such as EL/economically disadvantaged.
- Collaborate with teachers, counselors and advisors regarding student scheduling needs.
- Develop and implement individual intervention strategies to increase the likelihood that these special education students will stay in school and graduate.
- Work with special education students to develop a graduation and achievement plan to include the best program to meet academic and post-secondary goals.
- Create a graduation and career plan that can track progress and follow students from grade to grade to ensure consistent support.
- Discuss with special education students about appropriate career and post-secondary preparation, programs and /services.
- Connect individual students and their parents with appropriate credit or course recovery options, as appropriate.
- Conduct an analysis that focuses on data for individual students with disabilities such as: State Standardized Tests: EOC and National Standardized Tests: SAT and ACT Local Records: Attendance records, behavior records, records of teacher conferences, records of parent conferences, records of student conferences, IEP meeting minutes, grade retention records, and records of credits earned.

- Track the progress of individual students with disabilities as they progress toward graduation.
- Provide letters to case manager and other professionals, as needed, to send to parents of students identified as being at risk of not graduating.
- Perform other duties as deemed needed by the appropriate supervisor and others like the TSW Case Manager and/or WBL Coordinator.

PHYSICAL DEMANDS

This job may require lifting of objects that exceed fifty (50) pounds, with frequent lifting and/or carrying of objects weighing up to twenty-five (25) pounds. Other physical demands that may be required are as follows:

1. Lifting, carrying, pushing and/or pulling
2. Climbing and/or balancing
3. Stooping, kneeling and/or crawling
4. Reaching
5. Talking
6. Hearing
7. Seeing

VOCATIONAL PREPARATION

The required vocational preparation may come from any of the following:

1. Vocational education
2. Apprentice training
3. On-the-job training
4. Essential experience

TEMPERAMENT (Personal Traits)

1. Adaptability to performing a variety of duties, often changing from one task to another of a different nature without loss of efficiency or composure.
2. Adaptability to accepting responsibility for the direction, control, or planning of an activity.
3. Adaptability to dealing with people.
4. Adaptability to making generalizations, evaluations, or decisions based on sensory or judgmental criteria.

CAPACITY AND ABILITY REQUIREMENTS

Specific capacities and abilities may be required of an individual in order to adequately learn or perform a task or job duty.

1. *Intelligence*: The ability to understand instructions and underlying principles. Ability to reason and make judgments.

2. *Spatial*: Ability to comprehend forms in space and understand relationships of plane and solid objects.
3. *Form Perception*: To make visual comparisons and discriminations and see slight differences in shapes and shadings.
4. *Manual Dexterity*: Ability to move hands easily and manipulate small objects with the fingers.

WORK CONDITIONS

Typical school setting, working directly with special education students and staff

NON-EXEMPT from the requirements of the *Fair Labor Standards Act* in regard to earning (and being appropriately paid) time and a half for all work over forty hours in the defined work week (defined as Sunday 12:00 a.m. to the following Saturday at 11:59 p.m.).

GENERAL REQUIREMENTS

The above statements are intended to describe the general nature and level of work being performed by people assigned to this position. They are not intended to be a complete list of responsibilities, duties and skills required of personnel so assigned.