

TITLE**TSW - Transition Case Manager - Special Education****QUALIFICATIONS**

1. Have a Valid Tennessee teaching license with appropriate endorsement(s);
2. Two years of experience in teaching or services related to 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 GOAL

To manage the Transition School to Work (TSW) grant agreement for the Local Education Agency (LEA). This person must be self-directed and coordinate activities with the VR Transition Specialists and the Special Education Supervisor/designated school contact. They will ensure that the TSW Transition Coach(es) and the Workplace Readiness Specialist(s) have a regular schedule and complete their work according to their job descriptions.

WORK ACTIVITIES

1. Serve as the point person for the TSW grant.
2. Review goals and priorities as identified in the TSW grant agreement with LEA management and Transition specialist/supervisor.
3. Collect required documentation so that students can begin receiving one or more of the identified Pre-Employment Transition Services (Pre-ETS).
4. Coordinate with students and school personnel to reach pre-employment goals outlined in the Individualized Education Program (IEP) and the Individualized Plan for Employment (IPE) (once the student become an eligible customer for the Vocational Rehabilitation program).
5. Provide guidance to grant personnel on how to help students achieve employment goals and objectives.
6. Ensure that all student records and properly maintained, stored, and kept confidential at all times.
7. Lead the TSW team to select appropriate curricula for working with students. Implement appropriate curricula or demonstrate creativity in developing programs/training to assist grant personnel. Seek assistance from the VR Transition Specialist as needed.
8. Provide guidance to grant personnel on how to help students receive one or more of the five identified Pre-ETS, in order to make meaningful progress and/or achieve employment goals and objectives.
9. Schedule and attend events and training with the VR Transition Specialist, VR Counselor, and other TSW grant employees to further ensure student goals are met.
10. Notify the VR Transition Specialist/Supervisor of upcoming IEP meetings. Attend IEP Team Meetings to report student progress and to explain the process for referral to VR for IEP Team Members.
11. If the students within the LEA are receiving services from a Community Rehabilitation Provider (CRP), ensure that there is not duplication of services provided to the students.
12. Promptly address student, work site, and/or LEA complaints and work to resolve the problem. Seek guidance from the VR Transition Specialist/ Supervisor as needed.

13. Assist students (and their families) in completing necessary documentation for postsecondary education applications and financial aid assistance.
14. Serve as a liaison to the disability services offices within institutions of higher education.
15. If the LEA has a Project SEARCH® site, assist the Project SEARCH® team by recommending and selecting students to complete the year-long internship. Make sure that the VR counselor has all of the necessary material to complete the VR eligibility process.
16. Maintain a high level of confidentiality and a professional demeanor, and represent both the LEA and Tennessee VR in a positive manner at all times.
17. Ensure all Pre-ETS monthly reporting is completed accurately on the forms provided and sent to designated personnel timely each month. Receive referrals from LEA personnel and inform the VR Transition Specialist/Supervisor of any new referrals.
18. Stay current on best practices, laws, and regulations related to transition services for students with disabilities. Participate in professional development opportunities to enhance skills and knowledge.
19. Perform other work-related duties as assigned.

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. Pushing and/or pulling
2. Climbing
3. Stooping and/or kneeling
4. Reaching
5. Talking
6. Hearing
7. Seeing

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 students.
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 learn or adequately perform a task or job duty.

1. *Intelligence*: The ability to understand instructions and underlying principles. Ability to reason and make judgments.
2. *Verbal*: Ability to understand meanings of words and the ideas associated with them.
3. *Numerical*: Ability to perform arithmetic operations quickly and accurately.
4. *Manual Dexterity*: The ability to move the hands easily and manipulate small objects with the fingers.

5. Form Perception: To make visual comparisons and discriminations and see slight differences in shapes and shadings of figures.
6. Color Discrimination: The ability to perceive or recognize similarities or differences in colors or shades or other values of the same color.

WORK CONDITIONS

Normal working environment in classroom as well as local workplace which have agreed to utilize the qualifying students.

Some local travel may be required due to working directly with other local governmental agencies and local businesses/industries.

Qualifies for the **PROFESSIONAL EXEMPTION** from the requirements of the *Fair Labor Standards Act (FLSA)* in regard to overtime. The employee is not entitled to the overtime rate of pay (time and a half) when the employee works over forty (40) hours in the defined work week (from Sunday 12:00 a.m. and continues through the following Saturday at 11:59 p.m.).

TERMS OF EMPLOYMENT

The employee is anticipated to work the normal school year (typical 200 days). A typical day is 7.5 hours.

This position reports directly to the school principal and the Supervisor – Special Education.

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.