



Poudre School District

HUMAN RESOURCES DEPARTMENT

JOB DESCRIPTION

Job Title: **Transition Pathway Specialist TOSA** FLSA Status: **Exempt**
Job Family: **Licensed** Pay Range: **T Salary Schedule**
Prepared/Revised Date: **August 1, 2023** Job Code: **20220**

SUMMARY: Responsible for instructing academic functional classes, coordinating community-based instruction, and managing program site needs to students in Integrated Services/Special Education programs in coordination with current curriculum and within the framework of District and state content standards.

ESSENTIAL DUTIES AND RESPONSIBILITIES: *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. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

DESCRIPTION OF JOB TASKS
1. Develop, plan, prepare, and implement: a. Course content, format, structure, and schedule. b. Individualized programs of instruction for students for a community-based educational setting. c. Classroom materials and curriculum. d. Individualized Education Plan (IEP) goals, objectives, and transition plans. e. Scheduling of staff and meetings in compliance with IEPs. f. Lesson plans and learning activities.
2. Plan and instruct in functional academics, employment and work adjustment skills, and community safety to students with a wide range of abilities and skills. Instruct students in large, small, and one-on-one situations. Administer, edit, proofread, and grade students' assignments and assessments. Design assessment tasks that allow students to demonstrate understanding in a variety of ways and use the data to give meaningful feedback and modify instruction.
3. Create a classroom environment which maximizes instructional opportunity, supervise the behavior and well-being of students in the classroom and all educational settings, and administer discipline when appropriate.
4. Monitor student growth and progress and adapt support as needed. Coordinate modifications and accommodations for students in site-based settings and within community-based work and activities.
5. Communicate with students, families, and staff about students' progress and needs and program activities. Serve as a liaison to families for adult services.
6. Recruit students through presentations, individual teacher communications, assisting new case managers in student transition protocols, attending potential student IEPs, hosting parent/student building tours, reviewing new student applications with persistent parent communications.
7. Organize and facilitate schedules of students and paraprofessionals. Assist in the supervision and direction of special education paraprofessionals.
8. Maintain and report: a. Documentation pertinent to academic, social, and emotional progress and/or needs of students. b. Attendance and grades in the Student Information System. c. Annual and monthly program budget. d. Health department requirements in the program kitchen/cooking. e. School lunch program with the food service department.



9. Collaborate: a. With teachers, support personnel, administrators, and other special education providers to enhance instruction and improve student outcomes. b. With colleagues in team and building-based meetings and discussions.
10. Demonstrate a commitment to: a. Understand, appreciate, and make accommodations for student diversity. b. Include and engage families in the student's education. c. Support all Poudre School District policies, procedures, and expectations. d. Provide personal and professional excellence.
11. Participate in: a. Student and/or family conferences and other meetings. b. Social, cultural, interscholastic, and extracurricular activities. c. Professional growth opportunities.
12. Act as delegated school nurse: conduct monthly AED check-ups, administer medication, and contact parents when necessary. Plan and respond to site safety needs.
13. Attend work and arrive in a timely manner.
14. Perform other duties as assigned.

EDUCATION AND RELATED WORK EXPERIENCE:

- Bachelor's degree with proper teaching licensure program required.
- Experience in an educational setting with students with special needs preferred.

LICENSES, REGISTRATIONS, or CERTIFICATIONS:

- Criminal background check required for hire.
- Valid Colorado teaching license with appropriate endorsements required.
- CPR and First Aid certifications encouraged.

TECHNICAL SKILLS, KNOWLEDGE, & ABILITIES:

- Oral and written communication skills.
- English language skills.
- Interpersonal relations skills.
- Math and accounting skills.
- Critical thinking and problem-solving skills.
- Bilingual oral and written communication skills preferred.
- Ability to work supportively with other teachers, staff, and administrators to provide an effective learning environment.
- Ability to communicate with students, parents/guardians, staff, and community members.
- Ability to be a part of and work with a team.
- Ability to maintain confidentiality in all aspects of the job.
- Ability to manage multiple priorities.
- Ability to manage multiple tasks with frequent interruptions.
- Ability to maintain honesty and integrity in all aspects of the job.
- Ability and willingness to adhere to attendance requirements, including regular and punctual employee presence.
- Ability to promote and follow Board of Education policies, Superintendent policies, and building and department procedures.
- Ability to communicate, interact, and work effectively and cooperatively with people from diverse ethnic and educational backgrounds.
- Ability to recognize the importance of safety in the workplace, follow safety rules, practice safe work habits, utilize appropriate safety equipment, and report unsafe conditions to the appropriate administrator.



MATERIALS AND EQUIPMENT-OPERATING KNOWLEDGE:

- Operating knowledge of and experience with personal computers and peripherals.
- Operating knowledge of and experience with Microsoft Word, Excel, PowerPoint, Access, Publisher, Outlook, FrontPage, and/or other department software packages.
- Operating knowledge of and experience with typical educational/instructional technology equipment and programs.
- Operating knowledge of and experience with typical office equipment.

REPORTING RELATIONSHIPS & DIRECTION/GUIDANCE:

	POSITION TITLE	# of EMPLOYEES
Direct reports:	This job has no direct supervisory responsibilities.	

PHYSICAL REQUIREMENTS & WORKING CONDITIONS: *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 ACTIVITIES:	Amount of Time			
	None	Under 1/3	1/3 to 2/3	Over 2/3
Stand			x	
Walk			x	
Sit			x	
Use hands to finger, handle, or feel		x		
Reach with hands and arms		x		
Climb or balance	x			
Stoop, kneel, crouch, or crawl	x			
Talk				x
Hear				x
Taste	x			
Smell	x			

WEIGHT and FORCE DEMANDS:	Amount of Time			
	None	Under 1/3	1/3 to 2/3	Over 2/3
Up to 10 pounds		x		
Up to 25 pounds		x		
Up to 50 pounds		x		
Up to 100 pounds	x			
More than 100 pounds	x			

MENTAL FUNCTIONS:	Amount of Time			
	None	Under 1/3	1/3 to 2/3	Over 2/3
Compare			x	
Analyze			x	
Communicate				x
Copy		x		
Coordinate				x
Instruct				x
Compute		x		
Synthesize		x		
Evaluate				x
Interpersonal Skills				x
Compile		x		
Negotiate	x			



WORK ENVIRONMENT:	Amount of Time			
	None	Under 1/3	1/3 to 2/3	Over 2/3
Wet or humid conditions (non-weather)	x			
Work near moving mechanical parts	x			
Work in high, precarious places	x			
Fumes or airborne particles	x			
Toxic or caustic chemicals	x			
Outdoor weather conditions			x	
Extreme cold (non-weather)	x			
Extreme heat (non-weather)	x			
Risk of electrical shock	x			
Work with explosives	x			
Risk of radiation	x			
Vibration	x			

VISION DEMANDS:	Required
No special vision requirements.	
Close vision (clear vision at 20 inches or less)	x
Distance vision (clear vision at 20 feet or more)	x
Color vision (ability to identify and distinguish colors)	
Peripheral vision	
Depth perception	
Ability to adjust focus	x