

**SACRAMENTO CITY UNIFIED SCHOOL DISTRICT**  
**Position Description**

<b>TITLE:</b>	Transition Assistant, Special Education	<b>CLASSIFICATION:</b>	Classified Non-Management (SEIU/Aide-Paraprofessional)
<b>SERIES:</b>	None	<b>FLSA:</b>	Non-Exempt
<b>JOB CLASS CODE:</b>	1616	<b>WORK YEAR:</b>	10 Months
<b>DEPARTMENT:</b>	Special Education	<b>SALARY:</b>	Range 45 Salary Schedule C
<b>REPORTS TO:</b>	Assigned Supervisor	<b>BOARD APPROVAL:</b>	09-15-05
		<b>HR REVISION:</b>	04-26-12

**BASIC FUNCTION:**

Assist in providing vocational and transition services to high school students through age 22 with special needs; participate in the organization and contribute to the daily operations of the Workability Work Experience Program; perform a variety of clerical support duties.

**REPRESENTATIVE DUTIES: (Incumbents may perform any combination of the essential functions shown below [E]. This position description is not intended to be an exhaustive list of all duties, knowledge, or abilities associated with this classification, but is intended to accurately reflect the principle job elements.)**

Interview students to assess career goals and transitional needs; assist in the administration of career interest assessments, such as personal data wizard tests or analyze and assess needs of students, and develop transitional solutions; assist teachers and students in the development and implementation of individual transition goals. **E**

Assist students to advocate for themselves regarding their goals; assist students with occupational and college research; provide support services to students based on interview information, and offer information to students on banking, credit, preparing a budget, and obtaining housing; provide information to students and parents about school services and jobs. **E**

Conduct exit interviews for graduating seniors to assess transition needs, and provide help with transition; maintain phone contact to obtain two-year follow up information on exit students. **E**

Collaborate with outside agencies to see what programs they have that will benefit program students with means of achieving their goals; obtain information from outside agencies, business and community colleges, adult schools, and district departments. **E**

Maintain active lists of high school special education students; prepare Student Portfolio Guide; plan and supervise field trips; maintain permission slip files; prepare field trip rosters. **E**

Provide information on scholarships and related website addresses, student loans, the financial aid process, registering for selective service, and laws affecting students once they have turned 18. **E**

Assist students with filling out Free Application for Federal Student Aid (FAFSA) forms, job applications, resumes, and interviewing techniques; conduct mock interviews; prepare letters of recommendations for students; help with job placement. **E**

Collect and distribute information and forms, such as those from the Department of Motor Vehicle (DMV), social security applications, community college, and interagency information. **E**

May attend IEP meetings as needed to develop and implement Individual Transition Plan (ITP) goals. **E**



Learn applicable laws, codes, rules, and regulations.  
Listen to students with patience and understanding.  
Advocate, motivate, and mentor students.  
Monitor student progress.  
Access available community resources.  
Read schedules and utilize public transportation system.  
Work independently.  
Plan and prioritize work; be flexible in meeting goals.  
Operate a computer to maintain records and prepare reports.  
Work with school improvement initiatives that close student achievement gaps between racial, ethnic, and economic groups by working with all of the diverse communities.  
Communicate effectively, both orally and in writing.  
Establish and maintain cooperative and effective working relationships with others.  
Lift light objects according to safety regulations.  
Meet state and district standards of professional conduct as outlined in Board Policy.

**WORKING CONDITIONS:****SAMPLE ENVIRONMENT:**

School site, office environment, or business locations; drive a vehicle to conduct work.

**SAMPLE PHYSICAL ABILITIES:**

Hear and speak to make presentations, and exchange information in person and on the telephone; dexterity of hands and fingers to operate a computer keyboard; see to read and prepare documents and reports, and view computer monitors; sit or stand for extended periods of time; bend at the waist, and reach overhead, above the shoulders, and horizontally; lift light objects.

*(Consistent with the No Child Left Behind Act of 2001 and other related legislation.)*