

WORKABILITY SPECIALIST

CLASSIFICATION: Classified

IMMEDIATE SUPERVISOR'S TITLE: Director of Special Education

EVALUATOR'S TITLE: Director of Special Education

JOB SUMMARY: Under general supervision of the Director of Special Education and in cooperation with the classroom teacher(s) performs the necessary duties to assist in the assigned workability areas to meet the individual needs of students.

ESSENTIAL DUTIES:

- Attend all regional and state conferences.
- Allocate and manage dispersion of WorkAbility budget.
- Comply with all California Department of Education (CDE) requirements for maintaining WorkAbility grant.
- Perform all steps mandated by the U.S. Department of Labor for maintaining current certificates for all of the Special Education classroom worksites.
- Write all state required reports for the high school workability program.
- Array of services mandated by the state.
- Perform wage surveys of Sonoma County for the different types of jobs, establish the prevailing wage for each job, design and implement time studies for students and adults at each type of job, calculate wages for each student based on time study results, submit all forms and narratives to the Department of Labor before the current certificates expire, repeat process each semester.
- Prepare and submit to CDE by the deadlines, all projected and final budgets for the WorkAbility grant.
- Ability to assist students in filling out all payroll, taxes, I-9 form for their WorkAbility jobs.
- Calculate and process monthly payroll timesheets for all students participating in work program.
- Recruit private and public employers as training partners for subsidized employment.
- Recruit private and public employers to offer employment for WorkAbility students.
- Recruit additional local businesses to serve as worksites for program, both for classroom work groups and for required individual "try-out" jobs.
- Serve as a liaison between each employer and the respective student workgroup.
- Perform a detailed "task analysis" for all jobs at all worksites and track each student as she/he gains competence at each task.
- Train/job-coach/supervise/evaluate all students and staff at all worksites.
- Perform the mandated annual career assessment for each student.
- Give required vocational presentations in Special Education classrooms.
- Obtain and report to CDE specific follow-up information about all students who finished the program during the last 2 years.
- Assist District students with disabilities who will attend SRJC the following year.
- Serve as the liaison between each school and the SRJC for every stage of the students' SRJC application process.
- Facilitate the students' submission of all required paperwork to ensure their eligibility for the services of the SRJC Disability Resources Department.
- Maintain daily attendance records as required.
- Produce introductory letter to parents, Internship/job shadow request forms for businesses.
- Maintain workability file for each student.
- Maintain appropriate forms and authorizations.
- Maintain records pertaining to student/job/site placement including timecards for payroll.
- Provide pre-employment skill training to all students with an IEP.
- Prepare job shadow and job placement schedule based on employer needs and student skills.

- Arrange appropriate transportation for students.
- Design and implement curriculum in conjunction with classroom teacher.
- Administer vocational assessments and surveys in students' workability files.
- Assist students in the development of a resume, cover letter and letters of recommendation.
- Set up mock interviews with members of the business community.
- Narrative – prepare a written report that follows an outline provided by the state.
- Share workability pamphlet and newsletters with students and employers.
- Create job descriptions for new sites (with help from employer).
- Review end of semester program evaluation and make necessary changes.
- Recruit guest speakers, field trip sites, shadow/job sites.
- Prepare job shadow schedule based on:
 - a. Employer needs/wants
 - b. Student needs/wants
 - c. Student skills/abilities
- Collaboration with staff, administration and community employers.
- Knowledge of correct English usage including vocabulary, spelling, grammar and punctuation.
- Effective communication skills, both oral and written.
- Other duties as assigned.

EMPLOYMENT STANDARDS:

• **Training and Experience** - Knowledge of the Americans with Disabilities Act (ADA) and the Individuals with Disabilities Education Act (IDEA). A minimum of two (2) years experience working with high school aged and special education students.

ABILITY TO:

- Understand and carry out oral and written instruction.
- Relate positively to students, staff and the public.
- Read, write, spell, and make accurate arithmetic calculations.
- Learn and follow the practices, rules, and regulations of the District and the program to which assigned.
- Maintain the confidentiality of school related information.
- Maintain cooperative relationships with those contacted in the course of work.

• **Physical Effort/Working Environment** – Light physical effort; occasional standing or walking; periodic handling of light weight parcels or supplies. Indoor/outdoor work environment.

• **Licenses/Certification** -A valid Class 3 California driver's license and evidence of appropriate automobile insurance based on DMV regulations may be required.

• **Education - Required under No Child Left Behind Act of 2001** – One of the following:

- Completion of two years of higher education study (48 units), or
- A.A. or B.A. degree, or
- Passing a formal state or local academic assessment that demonstrates knowledge of and the ability to assist in teaching reading, writing, and mathematics or reading, writing, and mathematics readiness.

West Sonoma County Union High School District

Workyear and Hours – School Year, 7.5 hours/day

Classified Salary Schedule - Range 39

Approved: June 10, 2014

Revised: