

Lincoln Parish Schools
Job Description
2026-2027

TITLE: Pre-Employment Transition Services (Pre-ETS) Specialist

QUALIFICATIONS: Bachelor's Degree and valid Louisiana Teaching Certificate; minimum of two years of experience in the school setting, and knowledge of distinguishing qualities of special education populations; experience with computer word processing, database and spreadsheet applications, ability to organize daily tasks, clerical functions and schedule; valid LA driver's license and ability to provide own transportation; ability to work in a flexible, cooperative and professional manner, project good interpersonal communication skills, work independently, prioritizing tasks, and utilizing effective time management skills; minimum of two years of college course work in special education, vocational education or rehabilitation courses preferred. Such alternatives to the preceding qualifications as the Superintendent may find appropriate and acceptable.

REPORTS TO: Special Education Coordinator

JOB GOAL: To ensure that students with disabilities, particularly those on the LEAP Connect diploma pathway or in need of intensive transition support, are equipped with the knowledge, skills, and resources necessary to achieve successful post-secondary outcomes in employment, education/training, independent or supported living, and community participation.

TERMS OF EMPLOYMENT: 10-Month, 37.5 hours per week

EVALUATION: POP Performance Evaluation Annually

COMPENSATION: 10-Month Certified Salary Schedule (Tables 80-84)

PERFORMANCE RESPONSIBILITIES:

1. Provide Job Exploration Counseling to identified students in the following areas including, but not limited to:
 - a. Administration of Vocational Interest Inventories
 - b. Maintaining and providing information about labor market composition
 - c. Maintaining and providing information on in-demand industry sectors and occupations
 - d. Identification of career pathways of interest to students
2. Secure, develop, or otherwise provide Work-Based Learning Experiences (WBLE) may include in-school or after-school experiences provided outside of the traditional school setting. WBLEs are to be provided in an integrated environment to the maximum extent possible, including but not limited to:
 - a. Short-term employment
 - b. Apprenticeships
 - c. Internships
 - d. Work-site tours to learn about necessary job skills
 - e. Job shadowing
 - f. Mentoring opportunities in the community
3. Provide counseling and/or guidance on postsecondary activities, including but not limited to:
 - a. Information on course offerings and career options
 - b. Types of academic and occupational training needed in the workplace
 - c. Postsecondary opportunities associated with career fields or pathways
 - d. Advising students and parents or representatives on academic curricula
 - e. Providing information about the college application and admission processes

- f. Completing the Free Application for Federal Student Aid (FAFSA)
 - g. Providing resources to support individual student success in education and training (i.e. disability support services)
4. Provide workplace readiness training consisting of, but not limited to teaching skills such as:
 - a. Communication and interpersonal skills
 - b. Financial literacy
 - c. Group orientation and mobility skills (i.e. to access workplace readiness training or to learn to travel independently)
 - d. Job-seeking skills
 - e. Understanding employer expectations for punctuality, performance and other soft skills necessary for employment
 5. Provide instruction in self-advocacy, which may include peer mentoring, should consist of, but is not limited to:
 - a. Learning about rights and responsibilities
 - b. Learning how to request accommodations, services and/or supports
 - c. Communicating thoughts, concerns, and needs in order to prepare for peer mentoring opportunities with individuals working in an area of interest
 - d. Mentoring opportunities with educational staff or with individuals employed by or volunteering for employers, boards, associations, or organizations in integrated community settings
 6. Implement, assist with and ensure application of all components of the approved curriculum.
 7. Fulfill all duties traditionally expected of those in the teaching profession.
 8. Design, plan and deliver student-centered instruction to all students effectively as measured by the educator evaluation system in accordance with federal and state regulations and the district's Personnel Evaluation Plan.
 9. Assume responsibility for growth in student learning in the assigned area of instruction.
 - a. Ensure that student growth is continuous and appropriate for assigned students.
 - b. Develop and meet two yearly student learning targets which positively affect student achievement through job responsibilities.
 10. Plan and prepare in advance for teaching of classes and students assigned. Provide written evidence of preparation which references standards, units, activities, materials, literacy strategies, and formal/informal evaluation of learner outcomes upon request.
 - a. Establish learning objectives consistent with appraisal of student needs, requirements of district-adopted curricula, and knowledge of human growth and development.
 - b. Plan for and utilize instructional methods, resources and evaluation techniques which motivate and enable each student to achieve learning objectives.
 - c. Create and maintain a classroom environment that provides for student involvement in the learning process and enables each student to achieve learning objectives in the least restrictive environment.
 - d. Establish, post, and enforce rules and expectations for student behavior.
 - e. Implement all components of relevant district-adopted curriculum with fidelity.
 - f. Provide opportunities for students' involvement and engagement in the learning process to enhance retention, application, relevance, and higher order thinking.
 - g. Use all available resources including differentiated instruction through RTI to develop intervention plans for students failing to progress at an acceptable pace with their class and/or peer group.
 - h. Plan and provide regular, rigorous assessments which are aligned with the depth and rigor of the state standards and content, including curriculum resources, and provide timely academic feedback to promote student learning.
 - i. Understand individualized plans for assigned students with behavior, health, and learning needs and ensure accommodations and modifications are in place in the classroom.

11. Identify student needs and cooperate with other professional staff members in assessing students and developing plans to address health, behavioral and learning problems.
12. Provide accommodations and/or interventions for at-risk/remedial students, and/or sub groups as appropriate.
13. Exert every effort to provide clear and timely information at regular intervals to parents, caregivers, and colleagues regarding classroom expectations, student progress, student conduct, and ways they can assist student learning and behavior. Be available for parent-teacher conferences.
14. Assist school administration in implementing all policies and rules governing student conduct and effective school operation.
15. Monitor student conduct throughout the school building and grounds and enforce all policies and rules governing student conduct.
16. Assist administrators and other staff members in the orderly, expedient and safe transition of students from one location to another.
17. Take all necessary and reasonable precautions to protect students, equipment, books, materials, and facilities.
18. Perform various administrative duties such as taking attendance, organizing the classroom, and responding to emails and phone calls from parents, school administrators, and staff in a timely manner.
19. Maintain a physical classroom environment that is organized to promote learning for all students, with supplies, equipment, and resources accessible to provide opportunities for students.
20. Maintain effective, efficient, and timely record-keeping procedures, including but not limited to lesson plans, student attendance, student grades, physical inventory management, classroom schedules, student assessment data, students' written work.
21. Supply adequate lesson plans, seating charts, class rosters, and other essential information for substitutes in the event of absence from work.
22. Collaborate with peers to enhance the instructional environment for students by participating in activities which may include, but are not limited to, team teaching, team planning, professional learning community meetings, grade-level meetings, staff development, and various committees.
23. Serve on special committees (e.g., 504, Student Well-Being, SBLC, Pupil Progression/IAIP, Crisis, Dyslexia) as required by School Principal or district administration and perform related work as required.
24. Provide leadership, supervision, and support for students' extracurricular activities in assigned student organization or club including but not limited to:
 - a. Attend all events which students attend as an official club function, including but not limited to local, regional, state, and national conferences and competitions.
 - b. Ensure plans for all club functions conform to school and district policy.
 - c. Enforce the applicable student dress code at all official club functions.
 - d. Safeguard and accurately account for all monies advanced by or received from students, parents, the school, or other persons, including vendors and donors, in accordance with the rules of his/her school and the policies of the Board.
 - e. Properly document and maintain receipts evidencing all monies collected and/or spent in accordance with the rules of his/her school and the Board.
 - f. Be present and on time for all official club functions and transportation to and from events as assigned by the School Principal.
 - g. Comply with all state and national governing board rules, where applicable.
 - h. Maintain equipment and facilities related to assigned club or organization.
25. Attend after-school events as scheduled, including but not limited to in-person faculty meetings once per month, parent/family night events no more than six times per school year, and after-school athletic and special events duty as assigned not to exceed fifteen events per school year.
26. If assigned to multiple locations, provide and follow consistently the daily schedule provided to direct supervisor, school principals, and applicable teachers.

PROFESSIONAL RESPONSIBILITIES:

1. Maintain professional personal appearance and demonstrate respect for colleagues.
2. Attend work regularly; report to work on time; and provide advance notice of need for absence.
3. Complete work efficiently and accurately (with few/no errors) within deadlines without supervision.
4. Perform job responsibilities consistently, use time wisely, plan properly, take care of materials and equipment.
5. Maintain confidentiality and demonstrate trustworthiness; exercise good judgment.
6. Support, implement, assist with, and/or ensure application of district initiatives and other programs or directives of the Superintendent and Board.
7. Keep the direct supervisor informed of the progress being made in the area(s) of responsibility.
8. Report to the Lincoln Parish School Board as needed or directed.
9. Keep abreast professionally by attending local, regional, state, or national meetings and/or staff development that address area(s) of responsibility as directed by the supervisor.
10. Complete and submit all forms, reports, documentation, and training by required dates and in accordance with district policies and procedures.
11. Remain open to suggestions and innovative ideas; receive and apply feedback.
12. Demonstrate competence in areas of responsibility.
13. Exert every effort to constructively involve stakeholders in all professional settings.
14. Communicate appropriately and work effectively with all populations.
15. Exhibit desirable qualities such as commitment to job responsibilities, enthusiasm, cooperation, sense of humor, creativity, tact, positive attitude/work ethic, dependability, punctuality, self-discipline/control, poise, voice control, effective nonverbal communication, a professional appearance, initiative, and a genuine concern and interest for others.
16. Follow the specific requirements established by the School Board (LEA), State Department of Education (SDE), the State Board of Elementary and Secondary Education (SBESE), and/or Federal regulations and guidelines established by each.
17. Perform any duty, not specifically assigned, as deemed necessary by the assigning authority in order to maintain continuity where needed.

While the operation of the Lincoln Parish School Board and its schools is governed by the provisions of this and all other policies, as well as the procedures of the individual schools, no policy manual can list each and every instance of misconduct that is precluded. Accordingly, employees are cautioned that the appropriateness of certain action or behavior must necessarily be dictated by the nature of the position held by the employee and commonsense. By virtue of one's education and experience, an employee knows and understands that certain actions or conduct are unacceptable even in the absence of formal policy. For instance, without the need of a specific prohibition or warning, a classroom teacher should be aware of the impropriety of certain practices such as leaving students unattended, using profanity or sexually suggestive language or bringing a firearm onto campus. Such conduct constitutes both incompetence and willful neglect of duty and will result in the imposition of discipline up to and including termination.

I certify that I have reviewed and understand each requirement and that I am capable of meeting each and every requirement.

Employee Printed Name: _____

Employee Signature: _____

Date Signed: _____