

EARLY INTERVENTION TRANSITION SPECIALIST - SPECIAL EDUCATION

DEFINITION

Under the Director, Special Education Program and Support, provides transition support services for children 2.6 years to 5 years of age by working collaboratively with parents, RCOC, agencies, and District staff.

EXAMPLES OF DUTIES

The following duties are typical for this classification. Incumbents may not perform all of the listed duties and/or may be required to perform additional or different duties from those set forth below to address business needs and changing business practices.

1. Provides parents of children with special needs between 2.6 – 5 years of age with support in the transition process as per Idea (Individual with Disabilities Education Act), Part C to Part B services.
2. Assists in creating and maintaining Parent Support Network; confers with parents, referring agencies, support staff, and service coordinators on an ongoing basis to allow for smooth transition into CUSD.
3. Coordinates and attends the intake meeting of all Regional Center 2.6 referrals.
4. Insures that required timelines are met, paperwork (soc 23) is completed, and received by assessment teams.
5. Provides administrative support and assistance to IEP teams for staffing and development of IEPs; assists in gathering assessment data to write proposed goals and objectives for Interagency Assessment Center (IAC) transitions.
6. Monitors to insure all 3.0 IEP's are held on time.
7. Observes students at IAC and consults with specialists regarding placement options, goals and objectives for students.
8. Provides information about special education programs within CUSD in order to assist parents and local referral agencies with decisions concerning special services.
9. Attends Regional Center of Orange County (RCOC) transition meetings, IEP meetings and staff/parent meetings.
10. Develops and maintains a data base of transition students for tracking and future needs.
11. Conducts ongoing information training for RCOC early start coordinators regarding school District procedures, timelines and referral steps.
12. Assists CUSD preschool assessment teams in problem solving and developing well-defined procedures related to the transition of 2.6-6 year old special education students into District programs.
13. Attends specialized training as required.
14. Performs other related duties as required.

QUALIFICATIONS

Knowledge of:

Laws related to Early Start Transition; guidelines and timelines; principles, practices, trends, fiscal and legal aspects; the periodic review process; local inner agency transition agreements and requirements; organization, planning, and program evaluation strategies; techniques and procedures regarding the transition process and delivery systems for special education; human relationships, conflict resolution strategies and procedures; and team building methods and techniques.

Ability to:

Plan, organize, and coordinate full transition services for children under the age of 5 throughout the District; develop, establish and maintain effective and positive working relationships with outside referral organizations; supervise the transition process, attend and represent CUSD at RCOC, IFSP pre transition meetings; evaluate and analyze complex problems, issues, and concerns; recommend appropriate alternative solutions; communicate effectively in oral and written form to a variety of audiences;

understand and carry out oral and written instructions; establish and maintain cooperative working relationships; comply with the District's customer service standards, as outlined in Board policy.

Education/Experience:

Any combination equivalent to: Bachelor's degree, including course work in the psychological characteristics of exceptional children and/or early childhood education; and two years of successful experience in transition coordination with children of exceptional needs.

License/Certificate Requirement:

Possession of a valid California Driver's License.

Current Preschool Certificate or equivalent.

PHYSICAL DEMANDS AND WORKING ENVIRONMENT

The conditions herein 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 job functions.

Environment: Work is performed primarily in a standard office setting with travel to attend meetings and conduct assessments.

Physical: Primary functions require sufficient physical ability and mobility to work in an office setting; to stand or sit for prolonged periods of time; to occasionally stoop, bend, kneel, crouch, reach, and twist; to lift, carry, push, and/or pull light to moderate amounts of weight; to operate office equipment requiring repetitive hand movement and fine coordination including use of a computer keyboard; and to verbally communicate to exchange information.

Vision: See in the normal visual range with or without correction.

Hearing: Hear in the normal audio range with or without correction.