

REGIONAL TRANSITION SPECIALIST

Code No. 4-18-363

COMPETITIVE

DISTINGUISHING FEATURES OF THE CLASS: This position acts as liaison between Board of Cooperative Education Services (BOCES) agencies and other School Districts, and public and private adult service agencies to coordinate and network post-secondary transition services for special education students. Transitional services include alternative residence, job placement, training, community participation, and others that assist students prepare for post-secondary life activities. The employee identifies gaps in service and promotes a forum to focus on development of activities and programs to streamline the transition process. The employee reports directly to and works under general supervision of a certified staff member. Supervision is not a responsibility of this class. Does related work as required.

TYPICAL WORK ACTIVITIES: (All need not be performed in a given position. Other related activities may be performed although not listed)

Works cooperatively with Transition Specialists from a six (6) county area BOCES agencies and other school districts to promote positive post-secondary outcomes for students with special needs;

Works with public and private adult service agencies to link students with appropriate services;

Works cooperatively with local Special Education Training and Resource Center to develop and implement training in transition issues;

Researches, identifies, develops and submits grant applications to obtain State funding;

Prepares correspondence and reports;

Maintains related records.

FULL PERFORMANCE, KNOWLEDGE, SKILLS, ABILITIES AND PERSONAL

CHARACTERISTICS: Good knowledge of the needs, characteristics and interests of special education students; good knowledge of transitional services available to special education students by public and private adult service agencies; good knowledge of regional BOCES agencies and school districts; organizational skill; analytical skill; ability to develop and promote transitional services with public and private agencies; ability to develop and implement training for transition issues; ability to research and develop grant proposals; ability to communicate orally and in writing; ability to establish and maintain effective professional relationships;

MINIMUM QUALIFICATIONS: Graduation from a regionally accredited college or university with a Bachelor's degree plus EITHER:

- (A) Four (4) years paid full-time or its part-time equivalent professional* experience in counseling, special education, or other occupation that involved working with individuals with special needs**; OR,
- (B) Graduation from a regionally accredited or New York State registered college or university with a Master's degree plus two (2) years of experience as defined in (A); OR,
- (C) Any equivalent combination of training and experience as defined by the limits of (A) and (B) above.

*professional experience does not include clerical, secretarial or receptionist duties

**individuals with special needs is defined as individuals with a physical or mental impairment which substantially limits one or more major life activities. Life activities include functions such as caring for oneself, performing manual tasks, walking, sitting, standing, lifting, reaching, seeing, hearing, speaking, breathing, learning and working.

SPECIAL REQUIREMENT FOR APPOINTMENT IN SCHOOL DISTRICTS AND BOCES

Per Chapter 180 of the Laws of 2000, and by Regulations of the Commissioner of Education, to be employed in a position designated by a school district or BOCES as involving direct contact with students, a clearance for employment from the State Education Department is required.

ADOPTED: March 11, 1993