

REGIONAL TRANSITION SPECIALIST (BOCES#1 & #2)

DISTINGUISHING FEATURES OF THE CLASS: This position acts as liaison between the Board of Cooperative Education Services (BOCES), 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, etc. that assist students to prepare for post-secondary life activities. The incumbent identifies gaps in service and promotes a forum to focus on development of activities and programs to streamline the transition process. The incumbent reports directly to and works under general supervision of a certificated staff member. Supervision is not a responsibility of this class. Does related work as required.

EXAMPLES OF WORK: (Illustrative Only)

Coordinates with other transition specialists from seven-county area BOCES agencies and other school districts to promote positive, post-secondary outcomes for students with special needs;

Links students with appropriate services by coordinating with public and private adult service agencies;

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

Develops and submits grant applications to obtain State funding;

Researches and identifies best practices in transition planning for students with disabilities and develops tools for sharing those practices;

Prepares written reports and correspondence, as required;

Maintains records and documentation of work activities;

Uses computer applications or other automated systems such as spreadsheets, word processing, calendar, e-mail and database software in performing work assignments.

REQUIRED KNOWLEDGE, SKILLS, ABILITIES AND ATTRIBUTES: 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 the techniques of program development and public relations; ability to analyze needs; ability to plan, develop and implement programs and training; ability to develop and promote transitional services with public and private agencies; ability to research and develop grant proposals; ability to communicate effectively both orally and in writing; ability to read, write, speak, understand, and communicate in English sufficiently to perform the duties of the position; ability to establish and maintain effective professional relationships; ability to effectively use computer applications such as spreadsheets, word processing, calendar, e-mail and database software; initiative; resourcefulness; sound judgment; physical condition commensurate with the demands of the position.

MINIMUM ACCEPTABLE TRAINING AND EXPERIENCE: Bachelor's Degree* in Education, Special Education, Social Work or related field and three (3) years of experience working with community service groups, agencies, schools or camps which focus on individuals with special needs.

SUBSTITUTION: A Master's Degree* in Education, Special Education, Social Work or related field may be substituted for one year of the work experience described above.

*SPECIAL NOTE: Education beyond the secondary level must have been awarded by a college or university accredited by a regional, national, or specialized agency recognized as an accrediting agency by the U.S. Department of Education/U.S. Secretary of Education.

NOTE: Unless otherwise noted, only experience gained after attaining the minimum education level indicated in the minimum qualifications will be considered in evaluating experience

SPECIAL REQUIREMENT: At time of appointment, possession of a valid driver's license to operate a motor vehicle in the State of New York. The appointing authority is responsible for verifying and ensuring that the candidate meets these conditions at time of appointment and throughout the course of employment.

SPECIAL REQUIREMENT FOR APPOINTMENT IN SCHOOL DISTRICTS:
In accordance with the Safe Schools Against Violence in Education (SAVE) legislation, Chapter 180 of the Laws of 2000, and by the Regulations of the Commissioner of Education, candidates for appointment in school districts must obtain clearance for employment from the State Education Department prior to employment based upon a fingerprint and criminal history background check.