



IRVINE UNIFIED SCHOOL DISTRICT

TEACHER ON SPECIAL ASSIGNMENT (TOSA)- EARLY CHILDHOOD SUPPORT SPECIALIST

DEFINITION

Under the direction of the Principal, the Early Childhood Support Specialist provides support services for children 2.6 years to 5 years of age by working collaboratively with parents, RCOC, community agencies and preschools, and District staff.

ESSENTIAL DUTIES AND RESPONSIBILITIES include the following:

- 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.
- Confers with parents, IUSD staff, referring agencies, and service coordinators on an ongoing basis to allow for smooth transition into IUSD.
- Coordinates the intake of all Regional Center 2.6 referrals, IUSD low incidence referrals and IUSD community referrals.
- Provides support and assistance to IEP teams for staffing and development of IEPs including gathering current assessment data from all vendors.
- Observes students as needed and consults with program specialists and support staff regarding placement options, goals and objectives for students.
- Provides information about special education programs within IUSD in order to assist parents and local referral agencies with decisions concerning special services.
- Attends and facilitates Regional Center of Orange County (RCOC)IUSD transition meetings, IEP meetings and staff/parent meetings.
- Develops and maintains a data base of transition students for tracking and future needs.
- Conducts ongoing information training for RCOC early start coordinators regarding school District procedures timelines, referral steps and transition process.
- Assists IUSD preschool and District teams with the transition of special education students into preschool and kindergarten programs.
- Attends specialized training as appropriate.
- Coordinates parent education opportunities for preschool families.
- Maintain special education parent resource board (includes parent education opportunities, etc).
- Facilitates the Early Childhood Support Team (ECST) process.
- Provides case management for preschool children enrolled in NPS and/or home programming.
- Performs other related program tasks as required.

QUALIFICATIONS REQUIREMENTS

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. Participate in faculty and/or District committees.

CREDENTIAL/LICENSE:

Possess valid California Special Education teaching credential or Valid California Credential authorizing service in grade levels and areas assigned.

Possession of a valid California Driver's License

TRAINING AND EXPERIENCE

Successful development, implementation, and presentation of staff development in the area of special education and early childhood education. Two years of successful experience in transition coordination with children of exceptional needs preferred.

EDUCATION

Bachelor's degree, including course work in the psychological characteristics of exceptional children and/or early childhood education.

PERSONAL QUALITIES:

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.

The ability to plan, organize, and coordinate full transition services for children prior to Kindergarten throughout the District; develop, establish and maintain effective and positive working relationships with parents, IUSD staff and outside referral organizations; supervise the transition process and represent IUSD 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.

PHYSICAL DEMANDS

The physical demands described here 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 functions.

While performing the duties of this job, the employee is regularly required to stand; talk or hear; and use hands to finger, handle or feel. The employee frequently is required to walk; sit; reach with hands and arms; and taste or smell. The employee is occasionally required to climb or balance and stoop, kneel, crouch, or crawl.

The employee must frequently lift and/or move up to 10 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus. The employee is required to use "native-like" English language pronunciation.

WORK ENVIRONMENT:

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- There may be some compensated summer work required.
- The noise level in the work environment is usually moderate.