

TRANSITION PLANNING SPECIALIST

DISTINGUISHING FEATURES OF THE CLASS: This position involves responsibility for coordination of a local school district's activities in meeting federal mandates set forth in the Individuals with Disabilities Education Act. Incumbent will be responsible for developing transition plans for special education students to promote movement from school to post school activities. Work is performed under general supervision in accordance with policy requirements of the State Education Department and the local Board of Education.

TYPICAL WORK ACTIVITIES: *The typical work activities listed below, while providing representative examples of the variety of work assignments in the title, do not describe any individual position. Incumbents in this title may perform some or all of the following, as well as other related activities not described.*

Develops transition plans, as part of the Individualized Education Program (IEP), to provide for a comprehensive and coordinated plan and services to meet the requirements of a student based upon the student's individual needs, preferences, and interests;

Establishes and implements procedures to insure the student's participation in developing his or her transition plan;

Meets with students, parents, educators, and representatives of human service agencies to consider the total life needs of a student and to identify transition services which support those needs both while in school and after leaving the academic environment;

Reviews records and develops, administers, or schedules appropriate evaluations;

Develops contacts with human services or other agencies to provide support services to students following graduation;

Develops plans to support meeting a student's needs in the areas of post secondary education, vocational training, integrated employment, continuing adult education, adult services,

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independent living and community participation;

Provides information to the Committee on Special Education and suggests changes to the Committee in formulating a student's IEP;

Maintains a variety of records, files, and reports relating to transition planning activities conducted by the school district.

FULL PERFORMANCE KNOWLEDGES, SKILLS, ABILITIES, AND PERSONAL CHARAC-

TERISTICS: Good knowledge of the requirements set forth in the Individuals with Disabilities Education Act (IDEA); good knowledge of other statutory or regulatory provisions relating to disabled persons; good knowledge of State Education Department and local School Board policies relating to special education programs; good knowledge of the human services available in the community; ability to identify a student's individual needs and to prepare transition plans based upon those needs; ability to establish good working relationships with other school personnel and representatives of human services agencies; ability to work effectively with persons from a variety of socioeconomic backgrounds; ability to present ideas clearly both orally and in writing; sensitivity to issues of cultural diversity; resourcefulness; and ingenuity.

MINIMUM QUALIFICATIONS: Either:

- (A) Possession of a Master's Degree with certification in Special Education, Social Work, Psychology, Guidance Counseling, or a related field; or
- (B) Possession of a Bachelor's Degree and two (2) years of experience in special education, social work, school guidance work, or a related field; or

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- (C) An equivalent combination of training and experience as described in (A) and (B) above.

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Last Reviewed: March 22, 1995
Jurisdictional Class: Competitive
Public Hearing: N/A
NYS Civil Service Commission Approval: N/A

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