

SANTA CRUZ COUNTY OFFICE OF EDUCATION
Early Start Teacher/Service Coordinator

DEFINITION

Under direction of Director, Special Education; perform a variety of highly responsible, confidential and complex duties to support the birth to three years of age Special Education population of Northern Santa Cruz County.

SUPERVISION EXERCISED

There are no supervisory responsibilities.

EXAMPLES OF IMPORTANT AND ESSENTIAL DUTIES

Serve families with children between birth through five years of age.

Work directly with families, Early Start and preschool teaching/support staff and agencies in assessment, coordination and implementation and monitoring the delivery of eligible services.

Facilitate and support teachers and agency staff through educational planning meetings and problem solving.

Facilitate and monitor compliance procedures within program.

Provide home visits as needed.

Schedule, attend, chair and coordinate Individualized Education Program (IEP) and Individualized Family Service Plan (IFSP) meetings; be involved in the development, review and evaluation of the IFSP.

May write the IFSP for students 0 – 3 years of age.

May write the IEP for students age 3 – 5 years.

Complete forms and reports in compliance with legal mandates.

Plan and participate in community outreach and Child Find activities.

Serve as a positive liaison between Santa Cruz County Office of Education programs, families, and community agencies. Explain assigned programs to students, parents, staff, districts, the community and other interested persons.

Recommend equipment and services needed by operational programs.

Identify potential or emerging problems and conduct follow-up with appropriate administrators.

Conduct activities that promote established program goals and objectives.

Help families and their infants access necessary treatment and supports from available and qualified providers and make appropriate referrals and scheduling appointments for assessments and services.

Coordinating early intervention and other services (e.g., educational, social, and medical that are not provided for diagnostic or evaluative purposes).

Facilitating the development of transition plans.

OTHER JOB RELATED DUTIES

Assist with intake process, obtaining appropriate signatures where appropriate and advise families of their rights and procedural safeguards.

Facilitate the development of transition plans and assist with the transition process of entering and/or exiting preschool.

Perform related duties and responsibilities as assigned.

JOB RELATED AND ESSENTIAL QUALIFICATIONS

Knowledge of:

Pertinent federal, state and local laws, codes and regulations including administrative and departmental policies and procedures.

Skill and Ability to:

Take accurate and pertinent notes at IFSP meetings.

Communicate effectively, both oral and written form.

Use independent judgment, initiative and good human relations and problem solving skills in the application and follow through on decisions.

Analyze data and select the best solution from a range of alternatives.

Compile and tabulate data and information, prepare summaries and reports.

Plan and organize work to meet schedules and timelines.

Exercise good judgment, flexibility, creativity and sensitivity in response to changing situations and needs

Establish, maintain and foster positive and harmonious working relationships with those contacted in the course of work.

EDUCATION AND EXPERIENCE

Any combination equivalent to experience and training that would provide the required knowledge, skills, and abilities would be qualifying. A typical way to obtain the knowledge, skills, and abilities would be:

Experience:

At least two (2) years experience in working with special needs families.

License or Certificate:

Possession of an appropriate Educational Specialist Credential, Early Childhood Education or SH Specialist Instructor Credential. **Must have EL Authorization.**

Possession of a valid Class C California Driver's License; insured by a designated liability carrier for the Santa Cruz County Office of Education.

SPECIAL REQUIREMENTS

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 essential functions. Essential duties require the following physical skills and work environment:

Ability to frequently sit, stand, stoop, crawl, crouch, kneel.

Ability to lift 45 pounds.

Ability to work in a Special Education classroom and home environment.

Approval Date: October, 2017.