

## JOB DESCRIPTION

April 2011

Placer County Office of Education  
1400 W. Stanford Ranch Rd.  
Rocklin, CA 95765

### **EARLY INTERVENTION TECHNICIAN**

#### **General Purpose:**

An Early Intervention Technician is responsible to the County Superintendent of Schools and works under the direct supervision of the designated manager(s). The Early Intervention Technician provides support to the Program Manager and intervention staff to perform a variety of complex program organization, billing, data collection and support duties. Responsible for creating, maintaining and implementing student spreadsheet databases for service tracking, compliance and billing purposes. Responsive to and maintains cooperative working relationships with parents, Infant Program staff, school districts, Alta California Regional Center and other agencies to support a coordinated service delivery system while maintaining Parents Rights to confidentiality.

**Essential Functions and Responsibilities** include the following. Other duties may be assigned as required:

#### Program Support and Documentation

- Meets critical daily and monthly timelines to provide support to the Infant Program staff, and the Program Manager, parents, school districts, other agencies, Alta, and California Department of Education (CDE).
- Provides resource information and assistance to families, outside agencies and staff.
- Enters and maintains referral/intake information using a database.
- Records new children enrolled and disenrolled on multiple spreadsheets and databases.
- Prepares and disseminates Individualized Family Service Plan (IFSP) letters.
- Prepares templates and necessary documents for the Coordinator's meeting and Transition Planning/IFSP meetings.
- Confirms and reschedules as necessary, the Transition Planning/IFSP meetings with multiple agency participants.
- Assembles and maintains cumulative (CUM) files for state and federal statutes, regulations and internal operating procedures.
- Maintains Student Education Information System (SEIS)/California Special Education Management Information System (CASEMIS) on a daily basis, entering information from the IFSP's, maintains enrollments and disenrollment's each month.
- Assists in tracking referrals, enrollment and monitoring timelines to meet state and federal compliance guidelines.
- Compiles data and prepares reports for the Program Manager regarding the service and expenditure information.
- Schedules and cancels visits for staff utilizing the database of required contacts.
- Performs a wide variety of general clerical duties.
- Maintains direct contact with all school staff (e.g., teachers, counselor, administration, support staff), students, and parents for a variety of administrative and instructional support at one site or multiple sites depending on the educational program.

#### Billing and Attendance

- Determines, calculates and requests Purchase of Service (POS) vendor hours from the Alta Service Coordinator to match the current and reviewed IFSP's for each Alta vendored child.
- Monitors the Alta POS authorizations per designated IFSP services and timeframe.
- Calculates the utilization of authorized service hours on the master Alta attendance form each month, subtracting and recording the hours used each month.

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- Calculates and disseminates monthly individual attendance forms for staff and prepares and records the master Placer County Office of Education (PCOE) and Alta attendance forms.
- Monitors on a daily basis changes in IFSP services and requests POS authorizations accordingly.
- Calculates monthly the frequency, intensity and duration of services for each staff member.
- Prepares, records and verifies the monthly Alta billing back-up form and billing vendor invoices.
- Verifies the accuracy and processes the monthly Alta vendor check.

### Records Maintenance

- Creates, organizes, updates and maintains multiple complex spreadsheet databases for efficient collection and retrieval of student and services information for staff, Program Manager and outside agencies. Maintains current information on due dates for assessments, reports to Alta, annual and periodic IFSP reviews, Transition meetings, frequency of service, designated service coordinator and service providers for each child which is utilized by Infant Program service providers, service coordinator and the Program Manager for critical timelines and accepting referrals.
- Creates and maintains a class list of families enrolled in the Infant Program.
- Completes various forms and reports, prepares and sends emails, letters and resource materials to parents; requests information from outside agencies providing services to families.
- Responsible for implementing and maintaining all office and program recordkeeping systems; maintains a comprehensive student database; uses both computer and manual filing systems which allow for efficient collection, retention, and retrieval of information.
- Completes forms which include supply orders, conference/travel claims, mileage claims, and timesheets; creates and maintains student files; and other records as needed.
- Processes correspondence and requests of information from outside agencies, protecting the Parent's Rights to confidentiality.
- Per IFSP, determines distribution of child's records to appropriate agencies and individuals.
- Processes and assembles forms, including intake, assessment and IFSP materials.

### **Minimum Qualifications:**

#### **Employment Eligibility:**

- Successful candidate must provide proof of employment eligibility and verification of legal right to work in the United States in compliance with the Immigration Reform and Control Act.

#### **Education:**

- High school diploma or equivalent.

#### **Experience:**

- Any combination of education, training and experience which demonstrates the ability to perform the duties as described.
- Experience working with young children who have developmental disabilities or delays is desired.
- Previous experience in an infant development or similar program is preferred.



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### **Knowledge, Skills and Abilities:**

- Knowledge of principles of early child development and developmental disabilities.
- Comprehensive knowledge of early intervention statutes and regulations.
- Skills and ability to communicate effectively in oral and written form with parents, staff and outside agencies, in sensitive situations.
- Skills and ability to maintain cultural awareness and sensitivity to differing attitudes, work cooperatively and effectively with individuals and groups.
- Skills and ability to utilize time management techniques to identify priorities and organize workload that change throughout the day.
- Skills and ability to work with minimal supervision.
- Skills and ability to remain flexible and adapt to changing program needs.
- Skills and ability to apply budget and math calculations.
- Skills and ability to create and maintain complex database systems.
- Skills and ability to operate standard office equipment.
- Skills and ability to prepare reports, forms letters and other related materials.
- Skills and ability to follow instructions.
- Skills and ability to interpret and apply rules, laws and procedures.
- Ability to execute office support functions and administrative detail work in the assigned program area.
- Ability to maintain a variety of administrative files and records.
- Ability to type at a rate of 55 words per minute from clear, legible copy.

### **Required Testing:**

- Applicants may be tested.

### **Certificates & Licenses:**

- Must possess a valid California driver's license issued by the State Department of Motor Vehicles.
- Must possess a typing certificate for 55 net words per minute (wpm) issued within the last two years.

### **Clearances:**

- Criminal Justice Fingerprint Clearance
- TB Clearance

### **Work Environment:**

- Work is performed in an office or school environment, continuous contact with staff, and representatives of other agencies.

### **Physical Requirements:**

- The usual and customary methods of performing the job's functions requires the following physical demands: occasional lifting, carrying, pushing and/or pulling; some climbing and balancing, some stooping, kneeling, crouching; reaching, handling, fingering and/or feeling.
- Manual dexterity to operate a telephone and enter data into a computer.
- Facility to sit at a desk, conference table or in meetings of various configurations for extended periods of time.
- Facility to see and read, with or without visual aids, laws and codes, rules, policies and other printed matter, and computer screens and printouts.

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- Facility to hear and understand speech at normal room levels and to hear and understand speech on the telephone.
- Facility to speak in audible tones so that others may understand clearly in normal conversations, in training sessions, and other meetings.
- Facility to drive an automobile.
- Facility to determine and differentiate colors.

Note: This list of essential functions and physical requirements is not exhaustive and may be supplemented as necessary.

**FLSA Status:** Non-exempt

**Employee Group:** Classified

**Salary Grade:** 26.0

Reviewed and Approved:

Supervisor: 

Date: 4-8-11

Human Resources: 

Date: 4/8/11