

**EARLY START PROGRAM CLERK**

(Bilingual Preferred)

Grade 2

**Purpose Statement**

The job of Instructional Assistant, Early Start Program (Early Start Program Clerk) is done for the purpose/s of providing clerical support to Early Intervention Transition Specialist; establishing and maintaining records; compiling and distributing information, materials, and reports; and responding to inquiries from a variety of internal and external sources in English and Spanish.

This job reports to Early Start Program Specialist

**Essential Functions**

- Assembles referral files for delivery to correct school district (e.g., organizes completed referral file contents, copies file content for shared referral teams, prepares referral cover sheet with correct signature date for each referral file, ensures correct signatures are obtained by correct referral date, etc.) for the purpose of documenting activities regarding referral files, providing information in English and Spanish, providing written reference, and/or collecting accurate information.
- Attends department and/or in-service meetings for the purpose of conveying and/or gathering information required to perform functions.
- Creates new referral files in English and Spanish (e.g. obtains correctly color-coded referral file, places appropriate referral packet documents into file, writes pertinent information on referral file, puts correct district packet in the file, completes appropriate district referral release, adds notes document for Early Intervention Transition Specialist, etc.) for the purpose of ensuring proper documentation, providing up-to-date information and/or historical reference in accordance with established administrative guidelines and legal requirements.
- Delivers referral files to the appropriate school district(s) for the purpose of ensuring the security of documents and meeting IDEA legal timeline requirements.
- Enters child/family demographic information into electronic records (e.g., school district information, service coordinator name, etc.) for the purpose of documenting and providing accurate information.
- Performs a variety of activities for the Early Start Program (e.g., organizes late referral files for delivery, files referral sheets, collaborates with Regional Center service coordinators and SELPA/school district preschool teams as needed, answers telephone, maintains inventory of transition supplies, etc.) for the purpose of supporting transition functions.
- Prepares transition files for entry into data base (e.g., determines child's school district and homeschool, child/family demographic information, etc.) for the purpose of providing up-to-date information in accordance with established administrative guidelines and legal requirements.
- Provides completed referral files for Transition Individualized Family Service Plan (TIFSP) meetings (e.g., child's reports, medical records, IFSP and referral sheet, corrected shared referral packet under the direction of E.I. Transition Specialist, etc.) for the purpose of documenting child's records for the transition process.

- Requests medical records, progress, and closing reports for children from the appropriate doctor, hospital, or regional center vendor/s for the purpose of keeping requests chronologically organized by vendor, preparing records/reports requests, sending them to schools, and documenting receipts of all records/reports on each child's referral sheet.
- Responds to inquiries from a variety of internal and external parties (e.g., district staff, other schools, government agencies, etc.) for the purpose of providing information, facilitating communication among parties and/or providing direction.
- Supports preschool transition workshop activities (e.g., prepares copies of presentation and resource packets for attendees, obtains and documents RSVPs, assists in setting up room for workshop, assists with child care during the workshop, etc.) for the purpose of completing activities in a timely fashion.
- Translates verbal and written communication(s) as needed for the purpose of assisting E.I. Transition Specialist, parents, and other personnel in communicating effectively and obtaining accurate information.
- Updates annually and as needed through the school year, content of transition files (e.g., personnel contact sheet, program visits, program overviews, district releases, district calendar, vendor contact information, requests for information forms, and telephone lists for school districts, vendors and Regional Center Service Coordinators, etc.) for the purpose of ensuring information is current.

#### **Marginal Functions**

- Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the work unit.

#### **Job Requirements: Minimum Qualifications**

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

SKILLS are required to perform multiple tasks with a potential need to upgrade skills in order to meet changing job conditions. Specific skill-based competencies required to satisfactorily perform the functions of the job include: operating standard office equipment including pertinent software applications; preparing and maintaining accurate records; and attention to detail.

KNOWLEDGE is required to; read a variety of manuals, write documents following prescribed formats, and/or present information to others; and analyze situations to define issues and draw conclusions. Specific knowledge-based competencies required to satisfactorily perform the functions of the job include: business telephone etiquette; medical terminology; and special education terminology.

ABILITY is required to schedule activities and/or meetings; gather and/or collate data; and use basic, job-related equipment. Flexibility is required to work with others in a variety of circumstances; work with data utilizing defined and similar processes; and operate equipment using defined methods. Ability is also required to work with a diversity of individuals and/or groups; work with similar types of data; and utilize specific, job-related equipment. Some problem solving may be required to identify issues and select action plans. Problem solving with data may require independent interpretation; and problem solving with equipment is limited. Specific ability-based competencies required to satisfactorily perform the functions of the job include: communicating with diverse groups; displaying tact and courtesy; maintaining confidentiality; setting priorities; being attentive to detail; working as part of a team; working with frequent interruptions; and transporting referral files within a 30-mile radius.

##### **Responsibility**

Responsibilities include: working under limited supervision following standardized practices and/or methods; providing information and/or advising others; operating within a defined budget. Utilization of some resources from other work units may be required to perform the job's functions. There is a continual opportunity to impact the organization's services.

**Work Environment**

The usual and customary methods of performing the job's functions require the following physical demands: some lifting, carrying, pushing, and/or pulling, some stooping, kneeling, crouching, and/or crawling and significant fine finger dexterity. Generally, the job requires 80% sitting, 10% walking, and 10% standing. The job is performed under minimal temperature variations and in a generally hazard free environment.

**Experience:** Job related experience is required; bilingual preferred

**Education (Minimum):** Some community college and/or vocational school degree with study in job-related area preferred, but not required.

**Required Testing**

Job-Related Skills Proficiency Test

**Continuing Educ. / Training**

Maintains Certificates and/or Licenses

**Certificates and Licenses**

Valid Driver’s License & Evidence of Insurability

**Clearances**

Criminal Background Clearance  
Physical Capacities Test Clearance  
Tuberculosis Clearance

**FLSA Status**

Non-Exempt

*The physical demands described here are representative of those that must be met by an employee to successfully perform the essential responsibilities and functions of the job and are not meant to be all inclusive. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential responsibilities and functions of the job.*