

SCHOOL BUILDING/SPECIAL SERVICES SECRETARY

JD LOCATOR: 4.12.3

Adopted: _____
Revised: 5/06, 6/09

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| REPORTS TO: | Principal, Process Coordinator, and/or Guidance Counselor |
| CLASSIFICATION: | Classified |
| FLSA STATUS: | Non-Exempt |
| TERMS OF EMPLOYMENT: | Salary and work year as reviewed and established annually by the Board of Education |
| EVALUATION: | Performance of this position will be evaluated regularly in accordance with the Board's policy on the evaluation of classified staff. |

JOB SUMMARY

To provide assistance with duties associated with the Special Services programs to include student enrollment, maintaining student files, management of office responsibilities, and assisting with the duties encumbered by the building process coordinator, guidance counselor(s), and principal.

The information contained in this job description is for compliance with the Americans with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. Additional duties are performed by the individual holding this position and additional duties may be assigned.

ESSENTIAL DUTIES AND RESPONSIBILITIES

NOTE: Reasonable accommodations will be made, if necessary, to enable individuals with disabilities to perform the essential functions.

Professional Responsibilities

1. Maintains all levels of confidentiality according to state and federal law, and district policies and procedures.
2. Remains proficient in technology to include computers, copiers, and facsimile.
3. Receives phone calls and makes referrals in a professional and courteous manner.
4. Receives, sorts, and distributes mail and other documents for the special services programs.
5. Receives students, parents, and all others in a pleasant and courteous manner.
6. Receives, unpacks, and verifies incoming shipment of materials for the special education department and, if applicable, the counseling department.
7. Types a variety of materials such as letters, reports, memos, monthly information, and, if applicable, student records, in a professional manner.
8. Maintains building services through a flexible work schedule as directed by the principal.
9. Maintains information for building and district special education reports.
10. Schedules appointments and maintains a department calendar.
11. Assists other school personnel and performs various other duties as assigned by the principal, process coordinator, or if applicable, guidance counselor.

Responsibilities to the Process Coordinator

1. Processes special education paperwork, to include notice of conferences, etc., to all parties involved through written correspondence.
2. Maintains special services files in a complete, orderly manner in accordance with state, district, and building procedures.
3. Maintains the district computerized IEP program with special education information (demographics, enrollment, dismissals, etc.) and performs other duties as assigned by the process coordinator and/or special services department.
4. Prepares copies of and distributes diagnostic reports, individual education plans, or other special services information to necessary personnel, parents, and central office.

5. Updates and maintains procedure manuals and special services forms.
6. Updates special services information in PowerSchool.

Responsibilities to the Guidance Counselor (if applicable)

1. Enroll, register, and assist with the orientation of new students.
2. Maintains student enrollment in PowerSchool.
3. Provides PowerSchool reports to supervisors as directed.
4. Ensure building and district procedures are followed for receiving, maintaining, and transferring of student permanent records.
5. Prepares and distributes copies and other instructional materials as needed.
6. Assists with processing district testing materials.
7. Assists with special activities and/or events.

SUPERVISORY RESPONSIBILITIES

None

QUALIFICATION REQUIREMENTS: *The individual must be able to perform each essential job duty and responsibility satisfactorily. The following requirements are representative of the knowledge, skills, and/or abilities needed to perform the job at a fully acceptable level.*

EDUCATION, EXPERIENCE, AND/OR CERTIFICATION

1. High school diploma or equivalent.
2. One-year certificate from college, technical school or equivalent from accredited university in secretarial science, business administration, or related field preferred.
3. Five or more years of increasingly responsible secretarial and administrative experience.
4. Any equivalent combination of experience and training that provides the required knowledge, skills, and abilities to perform the essential functions of the position.
5. Such alternatives to the above qualifications as the Board may deem appropriate or acceptable.

COMMUNICATION SKILLS

1. Ability to write reports and correspondence consistent with the duties of this position.
2. Ability to communicate clearly and concisely both in oral and written form using a variety of communication techniques and tools to ensure the appropriate flow of information, collaborative efforts, and feedback.
3. Ability to read, analyze, and interpret information.
4. Ability to effectively present information and respond to questions, inquiries, and/or complaints.
5. Displays courtesy, tact, and respect when dealing with others.

MATHEMATICAL SKILLS

1. Ability to perform basic math using whole numbers, common fractions, and decimals consistent with the duties of this position.

REASONING ABILITY

1. Ability to interpret a variety of instructions and information furnished in written, oral, diagram, or schedule form.

2. Ability to identify and define problems, collect and analyze data, establish facts, and draw valid conclusions.

OTHER SKILLS AND ABILITIES

1. Maintains appropriate confidentiality.
2. Promotes a harassment-free environment.
3. Establishes and maintains effective working relationships; demonstrates a commitment to teamwork.
4. Ability to learn and utilize office equipment, computers, and software especially as systems are upgraded.
5. Ability to learn and upgrade job skills in order to meet changing demands of the position.
6. Excellent computer and keyboarding skills.
7. Ability to react well under pressure, handle and balance multiple demands at one time, work with frequent interruptions, and perform duties and tasks at expected levels of professionalism.
8. Extensive knowledge of and ability to perform duties in full compliance with all district, Board of Education, state and federal laws, methods, requirements, policies, procedures, and activities pertinent to the duties of this position.
9. Ability to work independently with minimum supervision.
10. Ability to use independent judgment and demonstrates initiative to act without being asked.

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, walk, sit, and talk or hear. The employee is frequently required to reach with hands and arms, and stoop, kneel, crouch, or crawl. The employee must occasionally lift and/or move up to 50 pounds. Specific vision abilities required by this job include close vision, distance vision, and the ability to adjust focus.

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.

Employee experiences constant interruptions and inflexible deadlines. The noise level in this environment is quiet to loud. Duties are performed primarily indoors and occasionally outdoors. In-district and out-of-town travel required as necessary for training and/or to carry out duties and responsibilities.

ACKNOWLEDGMENT

I have received a copy of this job description. It has been discussed with me and I have freely chosen to comply with the performance and behavior/conduct expectations contained herein.

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| Employee's Signature | Date | Supervisor's Signature | Date |
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