

**TITLE****Secretary - Special Education at FCHS****QUALIFICATIONS**

1. Not less than a high school diploma or general equivalency diploma;
2. At least one (1) year of experience so that with appropriate training, service may be provided in the specific role for which employed;
3. Knowledge of typing, office machines, and computers; and
4. Meets health and physical requirements.

**JOB GOAL**

**To prepare, transcribe, systemize, and preserve written communications and records to such an extent that special education services are provided to qualifying students as effectively as possible.**

**ESSENTIAL FUNCTIONS**

1. Answer telephone - receive and channel incoming calls;
2. Screen telephone calls and messages for Special Education department;
3. Handle correspondence for Special Education department;
4. Coordinate work of Special Education department:
  - a. Set up re-evaluation and IEP meetings;
  - b. Maintain active student files; purge files as needed, forwards inactive student files to Special Services Office;
  - c. Receive, sort, and distribute mail to appropriate teacher;
  - d. Track students' schedules;
  - e. Assist with Easy IEP, modifications, and IEP sign-off;
  - f. Communicate to regular teachers the required modifications of new students as they enter the program;
  - g. Print teachers' and students' schedules, Report Cards, and Progress Reports;
  - h. Assist with Progress Reports every 2 ½ weeks;
  - i. Assist with Special Education files;
  - j. Keep track of Special Education equipment, including laptops;
  - k. Assist Guidance with state mandated testing, including the implementation of specific allowed testing modifications – including the reading of tests when allowed;
  - l. Escort students to the restroom;
  - m. Cover a class for teachers, as needed;
  - n. Correlate student schedule and IEP with assistance from Guidance (in Summer);
  - o. Prepare incoming freshman files during the summer as well as graduation files;
5. Maintain confidentiality of records and filing system;
6. Type, file, and copy essential information; and
7. Perform other duties as deemed necessary by the Special Education Supervisor and/or school principal.

**PHYSICAL DEMANDS**

This job may require lifting of objects that exceed twenty-five (25) pounds, with frequent lifting and/or carrying of objects weighing up to ten (10) pounds. Other physical demands that may be required are as follows:

1. Pushing and/or pulling
2. Climbing
3. Stooping and/or kneeling
4. Reaching
5. Talking

6. Hearing
7. Seeing

## **VOCATIONAL PREPARATION**

The required vocational preparation may come from any of the following:

1. Vocational education
2. Apprentice training
3. On-the-job training
4. Essential experience

## **TEMPERAMENT (Personal Traits)**

1. Adaptability to performing a variety of duties, often changing from one task to another of a different nature without loss of efficiency or composure.
2. Adaptability to accepting responsibility for the direction, control, or planning of an activity.
3. Adaptability to dealing with people.
4. Adaptability to making generalizations, evaluations, or decisions based on sensory or judgmental criteria.
5. Good interpersonal skills.
6. Ability to handle conflict appropriately.
7. Ability to use time wisely.
8. Proficient in written and verbal communication.
9. Proficient in typing and proofreading skills.
10. Good organizational skills.
11. Respect for confidentiality of information.
12. Enthusiasm.

## **CAPACITY AND ABILITY REQUIREMENTS**

Specific capacities and abilities may be required of an individual in order to adequately learn or perform a task or job duty.

1. *Intelligence*: The ability to understand instructions and underlying principles. Ability to reason and make judgments.
2. *Verbal*: Ability to understand meanings of words and the ideas associated with them.
3. *Numerical*: Ability to perform arithmetic operations quickly and accurately.
4. *Form Perception*: To make visual comparisons and discrimination and see slight differences in shapes and shadings of figures and widths and lengths of lines.
5. *Motor Coordination*: Ability to coordinate the eyes and hands or fingers rapidly and accurately in making precise movements with speed.
6. *Manual Dexterity*: Ability to move hands easily and manipulate small objects with the fingers.
7. *Color Discrimination*: The ability to perceive or recognize similarities or differences in colors or shades or other values of the same color.

8. Data Perception: Ability to understand and interpret information presented in the form of graphs, charts, or tables.

## **WORK CONDITIONS**

The normal, expected work-day is eight (8) hours a day, for the complete fiscal year (July 1 through June 30) – not less than 259 days.

Normal working environment in a school office.

May not always have privacy or a quiet place to work.

**NON-EXEMPT** from the requirements of the *Fair Labor Standards Act* in regard to earning (and being appropriately paid) time and a half for all work over forty hours in the defined work week (defined as Sunday 12:00 am to the following Saturday at 11:59 pm).

## **GENERAL REQUIREMENTS**

The above statements are intended to describe the general nature and level of work being performed by people assigned to this position. They are not intended to be a complete list of responsibilities, duties and skills required of personnel so assigned.