

### SECTION I: GENERAL INFORMATION

<b>Classification Title:</b> Office Professional-Building Special Services	<b>Department:</b> Special Services	<b>Unit:</b> Office Professionals
<b>Immediate Supervisor:</b> Program Supervisor-Special Services	<b>Grade Placement:</b>	<b>FLSA Status:</b> Non-exempt

#### Job Summary:

Under the direction of the Program Supervisor- Special Services, the Office Professional-Building Special Services is responsible for providing a variety clerical support functions involved in the scheduling of special education IEP meetings, child study and results team meetings; tracking due process dates; disseminating due process information to parents; and maintaining parental consent forms/notices and school office special education cumulative files.

Essential duties outlined below are intended as “representative” examples of the level, nature and decision making expected of positions assigned to this classification. The duties below are not intended to be a comprehensive listing of all duties and tasks performed by the employees assigned to this classification. A classification description, unlike job description or position description, is designed to capture the general expectations, complexity level, and nature of work of any position that may be allocated to this classification.

### SECTION II: ESSENTIAL DUTIES AND RESPONSIBILITIES

1. Collaborates with special education staff on when to schedule IEP, child study and results meetings in accordance with state, federal and district policies, procedures and timelines.
2. Communicates with and informs parents regarding due process meetings. Schedules and completes notice of team meetings and sends formal notices to all parents and team members.
3. Tracks due process dates on spreadsheet to monitor due process planning/scheduling.
4. Copies and disseminates due process paperwork and progress reports to parents, team members, and central special services office.
5. Tracks prior written notices/consent forms for signatures and time lines.
6. Maintains and updates special education school office student cumulative files.
7. Performs other duties of a comparable level or type, as required.

**SECTION III: WORK REQUIREMENTS AND CHARACTERISTICS**

<p><b>ESSENTIAL SKILLS REQUIRED TO PERFORM THE WORK</b></p>	<p><b>Skilled in:</b></p> <ul style="list-style-type: none"> <li>• Learning, using and applying specialized programs and applications employed by the district.</li> <li>• Tracking, scheduling and making arrangements of due process and team meetings between staff and parents.</li> <li>• Updating and maintaining school office cumulative files on special education students.</li> <li>• Reviewing, verifying and maintaining special services due process and student information.</li> <li>• Providing secretarial support to department administrative personnel including word processing, preparation of presentations, and general office functions.</li> <li>• Written and oral communication skills.</li> <li>• Customer service skills and orientation.</li> <li>• Learning and understanding the programs, department functions, and rules, regulations or guidelines that impact department operations and specifically administrative support functions associated with special education time lines and scheduling requirements.</li> <li>• Performing job assignments that require attention to detail, precision and accuracy.</li> </ul>
<p><b>EDUCATION/KNOWLEDGE REQUIREMENT: Minimum education required to perform adequately in position could reasonably be attained only by completing the following:</b></p>	
<p><b>REQUIRED EDUCATION/TRAINING (choose one)</b></p>	<p><b>DEGREE INFORMATION:</b> Type of degree: (B.S., M.A., etc.)</p>
<p><input type="checkbox"/> less than high school diploma</p>	
<p><input checked="" type="checkbox"/> High school diploma or GED.</p>	<p><b>Major field of study or degree emphasis:</b></p>
<p><input type="checkbox"/> 1 year college</p>	<p><input type="checkbox"/> 2 years college</p>
<p><input type="checkbox"/> 3 years college</p>	<p><input type="checkbox"/> 4 years college</p>
<p><input type="checkbox"/> 1st year graduate level</p>	<p><b>Essential knowledge and specialized subject knowledge required to perform the essential functions of the job:</b></p>
<p><input type="checkbox"/> 2nd year graduate level</p>	<ul style="list-style-type: none"> <li>• Office principles and practices of office administration, office etiquette and organization.</li> <li>• Fundamentals and knowledge of special education or regulations, guidelines and deadlines.</li> <li>• Fundamental or office organization, records retention and records management.</li> <li>• Knowledge of data privacy and other laws, rules or regulations pertaining to job responsibilities.</li> <li>• Familiarity with office equipment, computers, general office productivity software (i.e. word processing, spreadsheet, presentational software, scheduling programs, email programs, etc.). and specialized district software/applications.</li> </ul>
<p><b>Required Work Experience in Addition to Formal Education/Training:</b> Minimum of 1 year administrative support or secretarial experience.</p>	
<p><b>LICENSE/ CERTIFICATION</b></p>	<p><b>Identify licenses/certification required:</b> A valid MN Driver’s License or evidence of equivalent mobility.</p>



**PHYSICAL JOB REQUIREMENTS: (Indicate according to essential duties/responsibilities)**

Amount of Time Spent					Amount of Time Spent				
<u>Physical Activities</u>	None	1/3 Less	1/3 to 2/3	Over 2/3	<u>Lifting/Forcing Exerting</u>	None	1/3 Less	1/3 to 2/3	Over 2/3
Stand		X			Up to 10 lbs				X
Walk		X			Up to 25 lbs	X			
Sit				X	Up to 50 lbs	X			
Use hands to finger, handle or feel	X				Up to 100 lbs	X			
Reach with hands and arms		X			Over 100 lbs.	X			
Climb or balance	X								
Stoop, kneel, crouch or crawl		X							
Talk or hear				X					
Taste or smell	X								

**PHYSICAL JOB REQUIREMENTS: Indicate according to essential duties/responsibilities**

**Physical requirements associated with the position can be best summarized as follows:**

**Sedentary Work:**

Exerting up to 10 pounds of force frequently and/or a negligible amount of force frequently or constantly to lift, carry, push, pull or otherwise move objects, including the human body.

**HAZARDOUS WORKING CONDITIONS**

**Unusual or hazardous working conditions related to performance of duties:**  
Duties are performed in a typical school district office setting. There are minimal environmental hazards and risks associated with the nature of the work.

**SECTION IV: DISTRICT MISSION AND CORE VALUES**

<p><b>OUR MISSION</b></p>	<p><i>Our mission is to equip all students with the knowledge and skills to empower them to achieve their dreams and full potential while becoming responsible citizens in a dynamic world</i></p>
<p><b>CORE VALUES</b></p>	<p><b>We believe that:</b></p> <ul style="list-style-type: none"> <li>• Trust and respect are fundamental for thriving relationships.</li> <li>• Our community flourishes when individuals, families and organizations collaborate.</li> <li>• Every person matters and has value.</li> <li>• Responsibility and accountability are essential for personal growth, organizational improvement and community engagement.</li> <li>• Commitment to high expectations is essential to help achieve full individual and collective potential.</li> </ul>
<p><b>MISSION OUTCOMES</b></p>	<p><b>By 2020, all students will...</b></p> <ul style="list-style-type: none"> <li>• Develop a personalized education path they can articulate and use to progress toward their evolving dreams.</li> <li>• Identify and choose positive ways they can take active ownership in their community while recognizing its diversity.</li> </ul>
<p><b>STRATEGIES</b></p>	<p><b>We will...</b></p> <ul style="list-style-type: none"> <li>• Ensure that every employee understands, supports and promotes our core values and mission.</li> <li>• Build trust and facilitate engagement with all ISD 15 stakeholders.</li> <li>• Align and support all educational programs and services to achieve our mission and mission outcomes.</li> </ul>
<p><b>STRATEGIC DELIMITERS</b></p>	<p><b>We will NOT...</b></p> <ul style="list-style-type: none"> <li>• Continue or adopt any program or service unless it is aligned with and advances the mission and is accompanied by the necessary human and financial resources</li> <li>• Make decisions without the use of relevant data provided by the appropriate personnel.</li> <li>• Allow past experiences to interfere with the consideration of new ideas.</li> </ul>

**SECTION V: CLASSIFICATION HISTORY AND APPROVAL**

**This Position Description reflects an accurate and complete description of the duties and responsibilities assigned to the position.**

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**Department Head's Signature**
**Date**

**Classification History:**  
 Created classification description 6/2016 BCC

