



PUPIL PERSONNEL SERVICES PROGRAM ASSISTANT

DEFINITION:

Under the direction of the Pupil Personnel Services director, coordinate, organize, and perform highly specialized secretarial and clerical work; serve as a liaison between students, staff, parents, District personnel, NCCSE, and the community; provide information regarding District policies and procedures; complete other related work as assigned.

DUTIES:

Serves as a secretary/program assistant; screens incoming correspondence; plans and follow up to ensure that functional deadlines are met; arranges correspondence for supervisor's personal reply in order of priority with appropriate background material attached for reference; independently or in accordance with general instructions, composes correspondence on a wide range of subjects requiring a thorough knowledge of the procedures and policies of the District; composes technical and difficult correspondence and memos independently or from brief verbal instructions or notes; types letters, reports, and requisitions; makes entries on forms, devises format as required. Responds to inquiries from staff, parents, and the community regarding the special education program; receives and coordinates requests for referrals for testing/evaluations, therapy and related services for students for psychological, OT, PT, APE and speech/language services; maintain records and produce reports for District departments, SELPA, and county agencies pertaining to ethnicity, disabilities, and alternative testing including IEP's, 504's, and CASMIS to comply with state requirements; updates special education class lists including maintaining annual and triennial assessment due dates; maintain and report various descriptions of disabling conditions and reports to various agencies; gathers and distributes requested records within legal timelines for parents, advocates, attorneys, and other agencies regarding individual students with special needs; coordinate applications and arrange for transportation of special education students to comply with IEO's; ensure transportation charges and payments are correct; coordinate the exchange of students who have moved between school sites and/or district; audit records for special education services; make appropriate changes to student records to reflect additions, exits, transfers, and transitions. Extended year responsibilities: prepare class lists, prepare letters to parents, prepare and distribute class assignments; prepare transportation requests and contracts for additional therapists.

EMPLOYMENT STANDARDS:

Knowledge of:

- organization and management of office functions
- modern office methods and equipment including computers, filing systems, receptionist and telephone techniques, letter and report writing, and proofreading
- correct English usage, spelling, grammar, punctuation, and arithmetic
- basic bookkeeping skills

Ability to:

- establish and maintain cooperative working relationships
- perform complex secretarial and clerical work involving independent judgment requiring thorough knowledge of District policies and rules and regulations, and selected sections of the Education Code
- devise or adopt office procedures to changing organizational needs
- understand and carry out oral and written directions
- use tact, diplomacy, discretion and confidentiality as necessary
- compose correspondence independently
- type at a corrected speed of 60 words per minute
- use computer
- work independently and be flexible

Experience:

- three years of increasingly responsible and varied clerical experience, including at least one year of secretarial experience

Education:

- equivalent to completion of twelfth grade including or supplemented by courses in typing, and office procedures.

QUALIFICATION REQUIREMENTS:

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

REASONING ABILITY:

Ability to solve practical problems and deal with a variety of concrete variables in a situation where only limited standardization exists. Ability to interpret a variety of instructions furnished in written, oral, diagram, or schedule form.

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 sit; use hands to finger, handle, or feel objects, tools, or controls; and talk or hear. The employee frequently is required to walk; reach with hands and arms; climb or balance; and stoop, kneel, crouch, or crawl. The employee is occasionally required to stand.

The employee must occasionally lift and/or move up to 25 pounds. Specific vision abilities required by this job include close vision, distance vision, peripheral vision, depth perception, 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.

The noise level in the work environment is usually moderate.

Range: 13.0

Approved: March 26, 2014