

EASTERN CARVER COUNTY SCHOOLS

Position Description

SECTION I: GENERAL INFORMATION

Position Title: Specialized Services Administrative Assistant	Department: Specialized Services
Reports to: Executive Director of Specialized Education & Supervisors	FLSA Status: Non-Exempt
Band/Grade/Subgrade:	Bargaining/Work Unit: MSEA Clerical
Tier/Lane: Tier 5	Position Last Updated: October 2025

SECTION II: JOB SUMMARY

The Specialized Services Administrative Assistant supports the Executive Director of Specialized Education and Specialized Services Supervisors by managing budgets, office operations, and program logistics. The role ensures efficient administrative, financial, and data support for specialized education programs, staff, and families across the district.

SECTION III: ESSENTIAL DUTIES AND RESPONSIBILITIES

Duty/Responsibility No:	1	Statement of duty/responsibility: Budget & Inventory Management
Percent of Time:	45	

Tasks involved in fulfilling the above duty/responsibility:

- Track purchase order creation/acceptance process E-12+ special ed
- Establishes and maintains assessment inventory
- Orders/maintains order protocols
- Process time sheets/sub forms
- Process staff development requests and registrations
- Curriculum material management and ordering under the direction of the supervisor
- Maintains any yearly subscriptions to online assessment services (e.g., Q-interactive)

Duty/Responsibility No:	2	Statement of duty/responsibility: General Office Functions
Percent of Time:	30	

Tasks involved in fulfilling the above duty/responsibility:

- Supports Special Education Office
- Assist in managing SpEd Forms data
- Requests paperwork for special education student move-ins
- Arranges interpreter/translation requests for conference/meetings (including special ed)
- Supports state and local assessment
- Reserves rooms and assists in preparing materials for staff development

Duty/Responsibility No:	3	Statement of duty/responsibility: Provide clerical assistance to Supervisors
Percent of Time:	15	

Tasks involved in fulfilling the above duty/responsibility:

- Type letters/memos and other documents as assigned
- Create/drafts, reviews, and edits correspondence
- Creates confidential documents
- Assists in calendar management - for part-time staff and supervisors (scheduling events)
- Responds to general inquiries
- Provides accurate information to callers
- Sets up and supports interview procedures
- Maintain records of attendance and input special ed staff professional development and curriculum training.
- Supports lists of attendance and room reservations for staff development, curriculum training, and paraprofessional training under the direction of a supervisor
- Supports processing and sending the needed paperwork for center-based and setting 4 referrals
- Maintains records and data for center-based and setting 4 referrals

Duty/Responsibility No:	4	Statement of duty/responsibility: Extended School Year and Homebound
Percent of Time:	10	

Tasks involved in fulfilling the above duty/responsibility:

- Completes Registration
- Maintains database
- MARSS/State Reports
- Processes time sheets
- Assists in arranging transportation
- Tracks the purchase order creation and acceptance process
- Reviews and tracks supplies inventory
- Communicates with families

Other Duties as Assigned

SECTION IV: KNOWLEDGE, SKILLS AND ABILITIES

- Demonstrated ability to provide exemplary customer service
- Excellent verbal and written communication skills
- Knowledge of student management systems
- Knowledge of the Infinite Campus student management system and web platforms, Microsoft Outlook, Microsoft Office, and Google

- Problem-solving skills
- Ability to work through difficult situations with families
- Ability to determine priorities and adjust as needed
- Thorough knowledge of program assistance and qualifications
- Understanding of the enrollment process and ability to make improvements
- Good listener and empathetic
- Personal dependability, flexibility, and ability to work as a team member
- Ability to interpret, explain, and follow district policies and practices
- Understanding of district enrollment and graduation requirements
- Understanding of state reporting requirements for funding (relative to enrollment records)
- Knowledge of letter/memo/agenda formatting, including grammar/spelling accuracy
- Attention to detail
- Basic mathematical skills
- Ability to maintain confidentiality
- Regular attendance
- Knowledge and ability to use district-initiated technology platforms, student database systems, and student technology to support teaching and learning
- Organizational skills
- Evidence of an understanding of the school culture and environment, and a commitment to carrying out the vision, mission, and belief statements of District 112.

SECTION V: EDUCATION / CERTIFICATION REQUIREMENTS

- High school diploma or equivalent
- Associate's degree in a related field preferred

SECTION VI: EXPERIENCE REQUIREMENTS

- Previous experience within a school system: desirable
- Previous exceptional administrative assistant experience

SECTION VII: COMPETENCIES AND/OR VALUES COMMON TO ALL POSITIONS

- A clear and demonstrated commitment to the District mission, which is to ensure high-quality, innovative, challenging education where all learners are valued and respected.
- Performing assigned responsibilities in a manner consistent with the District's established Core Values.
- Advancing the District's mission and values through careful attention to the key issues of Learning, Environment, and Resources.

SECTION VIII: PHYSICAL JOB REQUIREMENTS

(Indicate according to essential duties/responsibilities):

The physical job requirements described here are representative of those an employee encounters while performing the primary functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the primary functions.

Key: N=Never O=Occasionally (1-33%) F=Frequently (34-66%) C=Consistently (67-100%)					
Demands		Demands		Demands	
Physical		Lifting/Carrying		Exposure to Environ. Conditions	
Standing	F	Up to 10 pounds	C	Possible exposure to blood-borne pathogens through blood and/or body	O
Walking	F	Up to 25 pounds	F		

Sitting	F	Up to 50 pounds	O	fluids	
Talking in person/on the phone	C	Up to 75 pounds	N	Toxic chemicals	N
Pushing/Pulling	O	Up to 100 pounds	N	Moving parts	N
Hearing	C	More than 100 pounds	N	Electrical shock risk	N
Feeling, grasping, finger dexterity	C	Noise Levels		Explosives	N
Climbing, balancing	O	Quiet (i.e. private office)	O	Fumes	N
Stooping (bend at waist)	O	Moderate noise (i.e. business office with typewriters/ printers, light traffic)	F	Extreme cold (non-weather)	N
Crouching, crawling, kneeling, Squatting	O	Loud noise (i.e. many children laughing & playing, large earth moving equipment)		Extreme heat (non-weather)	N
Stretching/reaching with hands & Arms	O			Varying weather conditions	O
Distinguishing smell	O	Very loud noise (i.e. jack hammer, front row rock concert)	C	Sight	
Distinguishing temperature	O			Vision for close work/ability to adjust focus	C
Traveling by automobile	F		N	Looking at computer monitor	C
				Color vision (identify & distinguish colors)	F
				Peripheral, depth perception	F

Note: Such alternatives to the above qualifications as the School Board may find appropriate and acceptable.