

ES JOB DESCRIPTION

POSITION DESCRIPTION

Position Title: Education Specialist

Department: ES Support Division

Reports to: ES Support Director

Full Time Equivalent: A full-time ES provides service to 25 assigned students. ESs must be willing to serve a minimum of 10 students.

Summary and requirements:

Each ES is required to serve the assigned student's educational needs as determined by a written student agreement between the parent and the Education Specialist (ES), to do a complete job for each student from the list of duties below, to meet the major deadlines on the yearly paperwork timetable as well as the deadlines for paperwork for each student, to serve their share of required proctor duties each school year; and to attend required professional growth trainings. ES must possess and maintain a valid teaching credential for every day they serve a student.

ESSENTIAL DUTIES AND RESPONSIBILITIES

Professional Support

Each family and student is assigned an Education Specialist (ES). An ES must meet face-to-face with each student and/or parent at least once every 20 school attendance days (or less) plus complete all administrative duties for that student and required auditable paperwork. Every effort will be made to assign ESs to students living in his/her immediate geographical area or an area the ES has requested to serve. The ES is responsible for:

- Completing the required paperwork and documentation for each student in a timely manner according to school policy and the yearly paperwork timetable
- Advising and counseling both parents and students about educational opportunities available through their school
- Communicating school information to the parents /students
- Evaluating student progress towards school and state standards monthly
- Evaluating student transcripts for graduation/completion purposes
- Attending IEP and other required meetings for assigned students
- Keeping current with school policy and procedure
- Keeping their ES budget accurate
- Using computer technology (see section below for details) as required
- Attending required teacher training opportunities
- Proctoring state mandated tests and administering any charter required tests
- Additional duties as assigned

Paperwork and Documentation

The ES must complete all paperwork and documentation necessary to serve each assigned student. Completed documentation must be submitted by specific due dates as specified in the ES Handbook or by School Administration. The required documentation includes, but is not limited to, the following:

- Student Agreement: must be complete before student can be enrolled
- Initialed Charter: must be complete before student can be enrolled
- Attendance Roll Sheet: must be sent to office weekly
- Learning Records: must be sent electronically within 5 school workdays from the date of the meeting with the family to write the learning record
- Report Cards: Required for each semester for 9th to 12th, per student agreement for K to 8th on due date specified in the school's paperwork timetable document
- Portfolio: One each year per student, with samples collected at each meeting and assembled by the semester. ES participates in a group portfolio evaluation session
- Graduation Requirements Agreement: (high school students only) completed once upon reaching 9th grade or when a high school student enrolls
- Yearly Writing Sample: Disseminate info, collect sample, and participate in a group sample evaluation
- POs: Must be submitted upon request of the parent (or ES for AESS students) for educational materials and services
- ES Evaluation: Yearly signed evaluation must be submitted to ES Advisor as part of year-end check out procedure
- ES Checkout: must be completed when leaving employment or at the end of each school year
- IEP paperwork: as requested

Advice and Counsel

The ES is expected to be able to serve the widely varying needs of their assigned students on an individual basis. A broad base of educational knowledge as well as a thorough understanding of educational opportunities available through the school is necessary in order to counsel families adequately. This knowledge must include, but is not limited to, familiarity with the following:

- School and State Standards
- Numerous curricular options to meet these standards
- Learning approaches and resources available
- School Graduation requirements
- School and community Inservices available
- Internet resources
- Contract Program Activities
- Group Educational Activities
- High School specific information
- The yearly writing assignment

If an ES cannot answer an educational question adequately for a family, then he/she is expected to spend time researching that information in order to better serve that family.

Communication

The ES is the main liaison between the school and the family and should be the primary source of information. Communication from the ES to the family will occur through periodic visitation, telephone calls, e-mail, and/or written correspondence. The ES's goal is to serve the student and parent's needs to the best of his/her ability without allowing his/her own convenience to interfere. The ES is required to respond to phone calls and email within 24 hours, and to receive school ES and parent listserv messages. Questions the ES cannot answer should be directed to their ES Advisor.

Evaluation of Student Progress

It is the responsibility of the ES in conjunction with the parent (as determined by the Student Agreement) to document the monthly and yearly progress of each student. The monthly documentation will report the progress of each student towards the student, school, and state standards on the monthly ES written Learning Record. The semester progress of each student is evidenced through student portfolios collected and assembled by the ES. High School progress is also documented by semester report cards (K to 8 once a year if required by the SA). The ES also needs to be able to use school and state assessment reports to place students in appropriate curriculum and in other learning opportunities.

Group Responsibilities

ESs are organized into local groups of teachers headed up by an Area Facilitator for the purpose of conducting required monthly training meetings and overseeing required group responsibilities, which includes, but is not limited to, WASC group participation, test administration and proctor duties, portfolio review, and the yearly writing assignment scoring.

School Policy and Procedure

The ES is responsible to keep their California teaching credential current and to provide copies of this and any other required renewal documents to the personnel office. The ES is required to attend monthly staff meetings, all ES in-service days, and other required training sessions. The ES is required to attend any IEP meetings scheduled for their students. The ES is required to attend the group test sessions where they are scheduled to proctor for the time stated for that day. All ESs are required to keep themselves apprised of recent updates by accessing their school's web page to search for information, reading notices posted on the WEBfiles and by checking and responding to e-mail daily.

Use of Computer Technology

To perform this job successfully, an individual should have a working knowledge of Accounting software; Database software; Internet researching; Email usage, Order processing systems; Spreadsheet software and Word Processing software. The ES is expected to acquire and maintain a working computer with an internet connection and a printer.

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 frequently required to sit, talk and hear. The employee is also required to stand and walk. The employee must have available transportation and be able to drive up to 200 miles in a day. The employee must occasionally lift and/or move up to 50 pounds. Specific vision abilities required by this job include close vision and 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.