

Core Educational Cooperative
Job Description and Requirements
SCHOOL PSYCHOLOGIST

A. Educational Level

Master's Degree or higher
Graduated from an accredited School Psychology program

B. Certification

Current South Dakota Teaching Certificate (B-21 School Psychologist)

C. Supervise

Children birth to 21 years old during testing and screening situations

D. Physical Requirements

The position requires good physical skills in hand-eye/mind-eye coordination and hearing. Use of wrists, hands, and fingers in keyboarding and typing is required. The ability to effectively communicate verbally and in writing is required. At times the position will require carrying and lifting equipment, filing, stooping, sitting, standing, and walking. Possess the physical ability to perform all the essential functions and duties identified in the job description. The ability to drive a car is required.

E. Other Requirements

Excellent oral and written communication skills required. Demonstrate skills in human relations, leadership, and conflict management. Demonstrate competency with computers, use of word processing, spread sheets, and data entry. Demonstrate ability to work well with others.

F. Essential Skills, Functions, and Duties

1. Serve as an advocate for all children and youth.
2. Demonstrate knowledge of state rules and regulations regarding special education and related services. Assist special education teachers and school administration questions concerning these regulations.
3. Demonstrate knowledge of child development, assessments, treatments, and techniques used in the educational setting.
4. Demonstrate assessment and observation skills including interviewing, assessing, data interpretation, and functional skills in relation to the academic environment.
5. Schedule and conduct evaluations and screenings as needed.
6. Work with children with a wide range of disabilities (mild to severe to multiple disabilities).
7. Maintain student records regarding the referral, evaluation, and placement process in compliance with district, state and federal requirements.
8. Compile information from a variety of sources (e.g. administrators, teachers, nurse, parents, mental health agencies, other professionals, etc.) for the purpose of producing a comprehensive screening/evaluation report in compliance with established guidelines.
9. Provide diagnostic services in the area of intelligence, achievement, behavior, and adaptive behavior to students with suspected exceptional educational needs.
10. Write comprehensive reports addressing all areas of need and distribute to school district/parents.
11. Report test data and observations for students who have been referred to assist the IEP team in identifying various disabilities. Help determine the need for special education.
12. Provide intervention strategies and assessments to students with non-exceptional needs.

13. Consult with parents of students who have been evaluated about educational interventions and/or management strategies that can be utilized at home and school to assist the child to reach his/her full potential.
14. Assist special education teachers and school administration with completion of mandatory special education documentation.
15. Demonstrate consultation and collaboration skills with team, families, students and peers.
16. Consult/collaborate with individual teachers regarding learning or behavioral concerns about students. Assist the teacher in establishing behavioral management programs and/or classroom modifications to accommodate the learning needs of their students.
17. Serve as a consultant to individual districts school support teams (each district may have a different term for this team) to provide pre-referral intervention alternatives.
18. Assist specialists (e.g. autism consultants, behavior specialists, occupational and physical therapist, speech language pathologists, etc.) in creating and delivering student supports.
19. Provide counseling and education to families.
20. Develop individual, group or system level interventions, which improve or resolve the identified problems or concerns including academic, social/emotional/behavioral, and mental health needs as they relate to educational progress.
21. Engage in professional development through membership in professional organizations, staff development, consulting, and research.
22. Engage in professional growth including continuous inquiry, professional development practices, application, and sharing of research based practices.
23. Understand and practice confidentiality with regard to the requirements set for in the Family Educational Rights and Privacy Act (FERPA).
24. Understand and abide by the National Association of School Psychologists (NASP) ethical guidelines.
25. Complete paperwork to assist with billing and determining necessity of services within member schools.
26. Other responsibilities related to the position as assigned by the Core Director.

G. Work Conditions and Environment

Typically, work is conducted in comfortable classrooms, offices, and other appropriate school settings. However, some working areas are not climate controlled and may be subject to extremes in temperature and humidity. Varying degrees of travel is required for this position which may result in exposure to outside elements because of weather conditions.

H. Hazards

Some classrooms, offices, and school settings may expose employees to communicable diseases. Additionally, exposure to chalk dust, chemicals, fumes, stairs, etc. are potential hazards as are structural supports, equipment, materials and other overall environmental surroundings. Travel between schools and other school settings may cause exposure to hazardous driving and walking conditions due to weather conditions.

I have read and understand this job description and can fulfill the essential functions as listed. I understand I would report to the Core Director and receive guidance from District Superintendents, Principals, and Special Education Directors.

Signature

Date

Print Name