

SOUTH SIOUX CITY COMMUNITY SCHOOLS

SCHOOL PSYCHOLOGIST

Reports to:	Student Services Director and Building Principals
Classification:	Certified
FLSA Status:	Exempt
Terms of Employment:	Days according to school calendar as approved by board policy
Evaluation:	Performance in this position will be evaluated regularly by the supervisor and in accordance with Board Policy
Compensation:	Reviewed and established annually by the Board of Education

JOB REQUIREMENTS

- Being pleasant with others on the job and displaying a good-natured, cooperative attitude.
- Reliable, responsible, and dependable and fulfilling obligations.
- Honest and ethical.
- Maintaining composure, keeping emotions in check, controlling anger, and avoiding aggressive behavior, even in very difficult situations.
- Accepting criticism and dealing calmly and effectively with high stress situations.
- Developing one's own ways of doing things, guiding oneself with little or no supervision, and depending on oneself to get things done.
- Preferring to work with others rather than alone, and being personally connected with others on the job.

PERFORMANCE RESPONSIBILITIES

- Compile and interpret student's test results, along with information from teachers and parents, to diagnose conditions, and to help assess eligibility for special services.
- Report any pertinent information to the proper authorities in cases of child endangerment, neglect, or abuse.
- Assess individual students' needs, limitations, and potential; using observation, review of school records, and consultation with parents and school personnel.
- Select, administer, and score psychological tests. Evaluate eligibility for special services in accordance with NDE Rule 51.
- Provide consultation to parents, teachers, administrators, and others on topics such as learning styles and behavior modification techniques.
- Counsel students to help solve conflicts and problems in learning and adjustment.
- Develop individualized educational plans in collaboration with teachers and other staff members.
- Serve as a resource to help schools and students deal with crises, such as separation and loss.
- Collect and analyze data to evaluate the effectiveness of academic programs and other services, such as behavioral management systems.
- Provide educational programs on topics such as classroom management and teaching strategies.
- Participate in team meetings for the development of IEPs and 504 Plans and implement provisions of IEPs and 504 Plan accommodations for students.
- Participate in professional activities and staff development as assigned and as needed to maintain professional competence and to perform duties.
- Maintain confidentiality of information concerning staff, students, and parents in accordance with law and District rules.
- Adhere to the code of ethics of the District and Nebraska Department of Education (NDE Rule 27), and the code of ethics established by the National Association of School Psychologists as set forth in the Professional Conduct Manual, Principles for Professional Ethics, and Guidelines for the Provision of School Psychological Services. The School Psychologist must serve as a positive role model for staff and students.

- Knowledge of human behavior and performance; individual differences in ability, personality, and interests; learning and motivation; psychological research methods; and the assessment and treatment of behavioral and affective disorders.
- Knowledge of principles, methods, and procedures for diagnosis, treatment, and rehabilitation of physical and mental dysfunctions, and for career counseling and guidance.
- Knowledge of principles and processes for providing customer and personal services. This includes customer needs assessment, meeting quality standards for services, and evaluation of customer satisfaction.
- Knowledge of group behavior and dynamics, societal trends and influences, human migrations, ethnicity, cultures and their history and origins.
- Being aware of others' reactions and understanding why they react as they do.
- Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions, or approaches to problems.
- The ability to combine pieces of information to form general rules or conclusions (includes finding a relationship among seemingly unrelated events). The ability to apply general rules to specific problems to produce answers that make sense. The ability to arrange things or actions in a certain order or pattern according to a specific rule or set of rules (e.g., patterns of numbers, letters, words, pictures, mathematical operations).
- Bringing others together and trying to reconcile differences.
- Adjusting actions in relation to others' actions.
- Actively looking for ways to help people.
- Persuading others to change their minds or behavior.
- Translating or explaining what information means and how it can be used. This includes: explaining complex mathematical information; interpreting ability or achievement test results, charts or tables for social or economic research, and psychological test results; and writing scholarly or technical research papers.
- Identifying the underlying principles, reasons, or facts of information by breaking down information or data into separate parts. This includes: analyze data on curricula or instructional methods, psychological testing data, scientific research data or investigative findings, social or economic data, conducting field research or investigative studies, evaluating educational outcomes, forecasting or predicting phenomena based upon research data, performing statistical modeling, and using psychological assessment tools.
- Keeping up-to-date technically and applying new knowledge to your job. This includes: following confidentiality procedures, maintaining awareness of social trends, using behavior modification techniques, counseling techniques, current social research, interpersonal communication techniques, interviewing procedures, knowledge of investigation techniques, knowledge of multi-media technology and library or online Internet research techniques, mathematical or statistical methods to identify or analyze problems, using mathematical or statistical methods to identify or analyze problems, motivational techniques in education, oral or written communication techniques, public speaking techniques, quantitative research methods and scientific research methodology, and special education and teaching techniques.
- Communicating with people outside the organization, representing the organization to customers, the public, government, and other external sources. This information can be exchanged in person, in writing, or by telephone or e-mail. This includes: communicating technical information, compiling information through interviews, conferring with scientists, and making presentations.
- Providing guidance and expert advice to management or other groups on technical, systems-, or process-related topics. This includes: advising students, parents, staff and service-providers, providing expert testimony, recommending further study or action based on research data, recommending modifications to educational programs, referring students or staff to community services or resources.
- Identifying the educational needs of others, developing formal educational or training programs or classes, and teaching or instructing others. This includes: assessing educational potential or need of students, converting information into instructional program, coordinating educational content, developing instructional materials, organizing educational materials or ideas, and selecting teaching materials to meet student needs.

- Performing day-to-day administrative tasks such as maintaining information files and processing paperwork. This includes: maintaining educational records, reports, or files and preparing educational reports and technical reports or related documentation.
- Perform other tasks or duties as assigned by the Board, the Superintendent, or the supervisor.

EDUCATION AND/OR EXPERIENCE

- Graduate degree (at least two years of additional study beyond bachelors: Masters + 36 or Doctorate) from an accredited school psychology program and an internship in the field for direct experience as required by NDE Rule 24.
- Must possess, at all times during employment, either: (1) a Nebraska Department of Education Special Services Certificate with an endorsement in School Psychology or (2) or a license to practice psychology in Nebraska issued by the Nebraska Department of Health and Human Services with completion of the academic requirements and field experience including supervised internship as required by NDE Rule 24.

REQUIRED KNOWLEDGE AND SKILLS

- Regular, dependable attendance on the job, the ability to perform the identified tasks and to possess and utilize the identified knowledge, skills, and abilities and to perform the identified work activities; and the ability to perform the following identified physical requirements:

Physical Requirements School Psychologist		Item is not a requirement of the job NE	Occasional – up to 33% of time NE	Occasional/Essential -- up to 33% of time, absolutely essential to the job E	Frequent -- between 34% - 66% E	Continuous -- over 66% of time E
E = Essential NE = Non-Essential						
Stamina						
1. Sitting					X	
2. Walking					X	
3. Standing			X			
4. Sprinting/Running		X				
Flexibility						
5. Bending or twisting at the neck more than the average person			X			
6. Bending or twisting at the trunk more than the average person			X			
7. Squatting/Stooping/Kneeling			X			
8. Reaching above the head			X			
9. Reaching forward			X			
10. Repeating the same hand, arm or finger motion many times (For example: typing, data entry, etc.)			X			
Activities						
11. Climbing (on ladders, into large trucks/vehicles, etc.)			X			
12. Hand/grip strength			X			
13. Driving on the job				X		
14. Typing non-stop			X			
Use of Arms and Hands						
15. Manual dexterity (using a wrench or screwing a lid on a jar)			X			
16. Finger dexterity (typing or putting a nut on a bolt)			X			
Lifting Requirements						
17. Lifting up to 10 pounds (Mark all that apply)						
Floor to waist			X			
Waist to shoulder			X			
Shoulder to overhead			X			

18. Lifting 11 to 25 pounds (Mark all that apply)					
Floor to waist		X			
Waist to shoulder		X			
Shoulder to overhead	X				
19. Lifting 26 to 50 pounds (Mark all that apply)					
Floor to waist		X			
Waist to shoulder		X			
Shoulder to overhead	X				
20. Lifting 51 to 75 pounds (Mark all that apply)					
Floor to waist	X				
Waist to shoulder	X				
Shoulder to overhead	X				
21. Lifting 76 plus pounds (Mark all that apply)					
Floor to waist	X				
Waist to shoulder	X				
Shoulder to overhead	X				
22. Can load/items weighing over 50 pounds that are lifted or carried be shared, or reduced into smaller loads?	X				
Pushing/Pulling					
23. 25 to 50 pounds		X			
24. 51 to 75 pounds		X			
25. 76 to 90 pounds	X				
26. Over 90 pounds	X				
Carrying					
27. 10 to 25 pounds		X			
28. 26 to 50 pounds		X			
29. 51 to 75 pounds	X				
30. 76 to 90 pounds	X				
31. Over 90 pounds	X				